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ABSTRACT

With the objective of improving communication skills, specific academic skills, and problem-solving ability among teachers of Indians, this workshop organized three major activity groups: M Groups--mixed level groups for improving communication skills and self perception; I Groups--special interest groups for improving skills in specific academic areas; T Groups--task groups for improving skills in relation to the individual's position and environment. Other activities included demonstration classes, a laboratory school of 40 Indian children divided into two classes, and speeches by consultants on specialized topics. The 566 workshop participants were several Indian lay adults and teachers and administrators from Northern Arizona University, Central Washington State College, Utah State University, and the University of South Dakota. Evaluation of behavior change was effected by pre- and posttesting of participants. The participants were also asked to evaluate the workshop's effectiveness. (The report contains a 79-page data section which presents details of the tests and questionnaires.) (RT)

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WORKSHOP '69

FINAL REPORT

Bureau of Indian Affairs

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SP003748

Northern Arizona University · FLAGSTAFF, ARIZONA

August 1969

Mr. Charles N. Zellers
Assistant Commissioner of Education
Bureau of Indian Affairs
1951 Constitution Avenue, N.W.
Washington, D.C. 20242

Dear Mr. Zellers:

This is the final report for Workshop '69. This is the second annual Workshop which Northern Arizona University has conducted in cooperation with the Bureau of Indian Affairs for educators who work with Indian children. Each year Utah State University, Central Washington State College, and the University of South Dakota agreed to cooperate in this venture and sub-contracts were made with each of them.

Working relationships were excellent among the cooperating Universities and much of the success of both Workshops can be attributed to the commitment and expertise which each brought to the projects.

Considerable data are included in this report; however, more detailed data are available, upon request, from this office.

Sincerely,

Richard L. King

Richard L. King
Project Director
BIA Workshop '69

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BIA WORKSHOP '69: FINAL REPORT

Workshop '69 was made possible by funds received from a special grant to the Bureau of Indian Affairs who contracted with Northern Arizona University. In the initial stage of planning three other institutions were brought into the program: Central Washington State College, Utah State University, and the University of South Dakota.

Planning for Workshop '69 actually began during Workshop '68. Staff members and participants were provided opportunities to react to Workshop '68 and to make suggestions for future programs. These suggestions were consolidated in the final report of Workshop '68.

During the fall of 1968, several meetings were held with BIA Central Office personnel, Assistant Area Directors (Education), Area Education Specialists, Directors and Staff Members from the cooperating universities. The 1968 workshops were reviewed. Suggestions were made pertaining to future workshops. Dates for the three-week workshops were established to be June 9-27, 1969.

In addition, follow-up work sessions were scheduled in several areas. The purpose of these sessions was two-fold: to review the results of Workshop '68, and to obtain suggestions from former participants for use in planning Workshop '69.

The report which follows is a composite account of workshop programs as described in reports from each of the cooperating universities. Workshop '69 was planned to fulfill the needs and the desires resulting from suggestions of those early planning sessions.

OBJECTIVES

Although the workshop programs of the cooperating universities were diverse, the rationale and the basic objectives for Workshop '69 had been agreed upon in the early planning stages.

Ultimate Goal:

The ultimate goal of the workshops was to enhance the development of Indian children. It was agreed that experience gained by any participant in the workshops should serve him in ways which should enable him to have a more positive effect upon those children he served.

Assumptions:

There were certain basic assumptions which had to be made because of their relationship in a general way to the nature of man; and, more specifically, to the nature of the learning process.

One major assumption was that a person needs to see himself in essentially positive ways. He must see himself as generally liked, wanted, successful, and having dignity, worth, and integrity. This appears to enhance learning.

A second assumption was that if one regards self in positive ways, he will be better able to regard others positively. He will have deep feelings of identification with other people. He will experience a feeling of oneness with persons, and this will be accompanied by appropriate, congruous and practical behavioral manifestations.

A third assumption was that if one sees self and others in essentially positive ways, he is better able to establish and maintain effective interactions with students, peers, and superiors.

A fourth assumption which guided planning for Workshop '69 was that while the first three assumptions identify the conditions essential for effective human relationships, there are certain acquirable skills and knowledges which, more or less, assure that those who possess them will be more effective participants in the lives of others.

Program Overview:

The assumptions thus stated provided the rationale for Workshop '69. They suggested the objectives, dictated the processes, and, in large measure, identified the content areas.

In establishing the objectives of the workshops an attempt was made to keep them in all cases consistent with the assumptions; a careful attempt was made to maintain the focus upon the ultimate goal of the workshops, namely, better services to the child.

In order for one to "regard himself in positive ways," he must acquire knowledge about himself (and, in addition, some knowledge about human motivation and perception). He must also develop communication skills in order to present himself accurately and congruently to others, and in order to receive, interpret, or "read" the information feedback which is being communicated to him by others.

Fundamental to the design of the program was the conviction that meaningful behavioral change occurs through interactions between the organism and his environment — in this case, between people. The major question was: Under what conditions may these best be acquired? Experience has shown that the acquisition of these behaviors is most likely to occur in an atmosphere of mutual trust, respect, and exploration which serves to open up the lines of communication among people.

While some specific objectives were sought which were unique to the cooperating universities because of their particular philosophical bent, there were basic objectives which were common to all the university workshop programs. The workshop directors of the cooperating universities agreed early upon these basic objectives as being realistic, appropriate, and measurable for each and all of the university programs. (The specific behavioral objectives with the data appear later in the report.)

Workshop Activities:

The common and basic objectives were sought during the three-week workshops by providing the participants an opportunity to experience three major kinds of group activities. These included: Communication Group Training (M-Groups), Special Interest Group Study (I-Groups), and Task-oriented Group Participation (T-Groups).

To provide the setting for individual learning there were, in addition to these groups, other activities including Demonstration Classes, Laboratory School, Indian Lay Participation, and Recreation. Guest lecturers were also brought in as Consultants at various times. (A brief description of each workshop activity follows.)

M-Groups: In any change-inducing program, whether it be teaching, counseling, or disciplining, the most important agent of change is the teacher-counselor-aide-supervisor himself. He needs to understand the "psychopharmacology" of this potent change agent (himself), in order to use it most effectively. The Encounter Group experience was designed as part of the workshop in order to give the participants an opportunity to learn how they affect others, as well as the opportunity to learn communication skills in relationship to others. The development of such skills usually involves the learning of ways to regard oneself positively and to regard and relate to others positively, honestly, and accurately.

The M-Groups were designed to accomplish this kind of personal and interpersonal growth. Each M-Group (mixed role group) consisted of approximately 12-18 participants of different job levels and training, under the direction of a well-trained group leader. The encounter groups were relatively unstructured regarding content and process in order to provide an optimum opportunity for freedom in personal expression, exploration of feelings, and facilitation of interpersonal communication.

The reactions of facilitators and participants to the M-Group experience was quite varied. Many expressed the feeling that this part of the workshops had been the most growth-facilitating experience they had experienced; others were somewhat disturbed by the unstructured nature of the encounter groups and found it difficult to develop the "openness" and personal security to become actively involved in interpersonal communication of the M-Groups. In general, the positive comments and personal growth experiences reported by participants and group leaders far out-weighed the negative reactions and uncertainties expressed by some participants about this particular experience.

The comments from staff members reflect a relatively wide range of reactions to the M-Group activity, although the overall comments and reactions were more positive than negative:

Positive outcomes of the M-Groups included: (1) the degree that people felt that they could commit themselves and get involved, (2) the opportunity for participants to look at themselves and see how others perceived them, (3) the experience of struggling and finding success to some degree in increasing abilities to communicate.

Negative reactions to the M-Group included: (1) the reluctance of some participants to get involved in "Sensitivity Training", since they had heard and read negative reports about "Sensitivity Training" and were therefore somewhat fearful. (These feelings were acknowledged, which seemed to be helpful.) (2) the limited amount of time to overcome some of the participant fear of M-Groups.

The following statement is representative of comments received from the group leaders:

> "Many original reactions were negative to the M-Groups, but by the end of the workshop most had begun to see the value of self-exploration regarding their communication patterns. Most reactions have been very positive for holding an identical workshop another time."

Some of the participants' reactions to the M-Group experience were expressed as follows:

> "I feel that I have learned from the M-Group. The people who are complaining absolutely do not understand it. I firmly believe there has to be more of this type of discussion."
>
> "M-Groups help to stimulate ways people respond to one another, and also provide opportunities for one to look at his own behavior better and to receive feedback from other people. I believe this helps a person to improve his perception of himself and of others."

I-Groups: When the name of each prospective participant became available, a brochure was sent out indicating possible Academic Interest Group offerings. Each participant was asked to indicate several areas of interest. Courses were then matched with specific interests of the participants. Study areas included the following:

General Education Development
U.C.E.A. Simulation (in-basket)
Continuous Progress Schools
Team Teaching
Community Relations
Culture and the School
School Board Relations
Early Childhood Education
Organization of Guidance and Counseling
Behavior Modification
Child Growth and Development
Instructional Audio-Visual Materials
Reading
Remedial Reading
Counseling Techniques
Psychology of the Modern Indian
Systems Analysis Approaches to Administration

Social Studies Programs for the Indian Student
Elementary Curriculum
Special Education
Educational Measurement
Preparing Behavioral Objectives
Sex and Social Education

Some of the I-Groups met for the full three weeks. Others met for a part of the time, allowing participants to work in more than one area.

As each group met, the leader identified with the group the objectives they would try to reach, and activities they thought would be helpful in reaching those objectives. Materials used included films, filmstrips, tapes, dittoed handouts, assigned library reading, and television.

At Central Washington State College there was interaction with high school students to explore interview techniques. At Northern Arizona University there were two laboratory classes of elementary school Indian children. These classes were used for observation, and participants were able to work with children on special assignments. Children were housed in a B.I.A. dormitory where participants could visit the dormitory setting.

Each leader of an I-Group planned for some form of evaluative response — usually short in form and subjective in nature. Changes in attitude and indications of new knowledge acquired, as reported in the participants' written responses, suggest that the classes were exceedingly helpful to many. A number of individuals would have preferred three-week sessions on one subject rather than short-term periods of study. Written responses suggest that the stimulation of these groups had much to do with the desire of most for more extended study.

T-Groups: Not only do people need to learn to communicate to explore areas of academic interest; they also need to learn problem solving techniques related to their specific jobs in their respective school settings. The Task Groups were formed to provide problem solving experiences for teams of workshop participants who would be working at the same school subsequent to the workshops.

Participants were asked to identify what they considered to be a major problem and/or "critical incident" which they felt prevented them from functioning as well as they might in their particular work setting. (A number of participants, particularly from the Navajo Reservation, arrived with their task groups formed and their problems already formulated.)

Teachers, administrators, and guidance personnel from the same schools were grouped together and worked on topics such as the following:

*Alaska
*Oklahoma
Behavior Modification
Communication
School Morale and Parental Involvement
English as a Second Language
Guidance
Multi-Media
Reading
Small Group Leadership
Developing Non-graded Programs
Developing Team Teaching Strategies

A report from Utah State University presents a very creative approach to the use of task groups in a workshop:

Participants were asked to arrive at some consensus during their first M-Group meeting in defining the three major problem areas which seemed to prohibit optimal functioning of B.I.A. school personnel. Representatives of each of the M-Groups then met with the Coordinator of Group Processes and arrived at three areas for the T-Groups to work on throughout the remainder of the three-week workshop. These three topics for the T-Groups, and the questions raised in connection with each topic were as follows:

I. Relating to human relationship and communication within B.I.A. school environment.
  A. How may we implement better communication, morale and equality between academic and dormitory staffs?
  B. How may we orient and integrate new employees?
II. Relating to the educational goals of a B.I.A. school.
  A. What should be the scope of the school program?
  B. Curriculum?
  C. Relationship to post-school goals?
  D. Relationship to Indian community?
    1. Should the B.I.A. schools dictate to community?
    2. Should the community be involved in scope and goals of schools?

---

*(Persons from Alaska and Oklahoma, meeting at N.A.U., felt that their problems were unique enough to warrant geographic treatment.)

III. Relating to cultural gap.

   A. How may teachers teach subjects relevant to adaptation of student to own and general American cultural life.

   B. Should schools be bilingual?

   C. How may schools aid in a positive self-image of students?

Reactions to the T-Groups were more akin to the I-Groups than to the M-Groups. In general, participants felt more secure in the T-Groups since the task group discussions focused more on external topics and less on interpersonal relationships and feelings. Any discussion of T-Group process was usually initiated by the group leader to facilitate improved focus on the task; but such discussions were relatively external to the individual participants and therefore presented less threat in terms of confrontation, interpersonal relationship skills, etc. For this reason, a number of participants who were uncomfortable in the M-Groups expressed more positive comments about the T-Group activity. At the same time, however, participants who were more oriented toward interpersonal relationships viewed the T-Group activity as more academic and less growth-facilitating.

A sampling of participant and group leader reactions to the T-Group is presented below:

> "I have seen a definite improvement in my T-Group as the M-Groups have begun to function better. Our group worked well and the project outcomes seem good. I structured my T-Group at the outset by developing behavioral objectives as outlined by Northern Arizona University."
>
> "The T-Group provided effective exploration of mutual problems, and resulted in concrete recommendations regarding courses of action, the impact of which will be evident at a later date."

Demonstration Classes: Demonstration classes were held in conjunction with Academic Interest Groups at several of the cooperating universities. The University of South Dakota reported that the demonstration class which commanded the greatest interest was in the area of Micro-Teaching. A television camera and monitor were set up, and participants from the audience were used to demonstrate the methodology of Micro-Teaching.

Utah State University had special demonstrations and the display of cultural artifacts and handicrafts of the various Indian and Eskimo groups represented by the participants.

Laboratory School: A laboratory school in the Northern Arizona University workshop program enrolled approximately forty Indian children, divided between two classrooms.

The school was designed to supplement the classwork in the workshop interest groups. Many of the classes used the school for laboratory experiences in team teaching, behavior modification, and reading.

The Beginner's Class was operated on a behavior modification model, with the teacher using conditioned response technique in order to operate the class. The Upper Grade was operated on an individual progress model. This demonstrated the individual differences in learning within a group

Both classes took frequent field trips to the airport, post office, fire department, etc. The older group also visited the University Art Gallery.

The Workshop Instructors who took advantage of the school were very pleased with the experience. They felt that it was a good opportunity for their classes to put into practice some of the things they were trying to teach.

Indian Lay Participation: The cooperating universities expected to have about sixty Indian Lay Adults as participants. A disappointingly small number actually came — from one to three on each campus. These few representatives of the Indian community contributed a great deal to the program, however, and their presence was certainly appreciated and needed.

At the University of South Dakota Mr. Frank Fools Crow, Medicine Man and Chief of the Oglala Sioux, appeared and spoke to the group.

In addition to participating in the overall activities of the workshops, the Indian members were involved in special discussions regarding Indian lay participation in community development and concerns for the education of Indian youth. Generally, the Indian leaders were disappointed by the small representation of other councils and pointed this out as one of the problems in improving the awareness and participation of lay Indians and Indian leaders in the educational affairs of Indian youth.

Recreation: Geographic locations of schools were utilized to provide field trips and various other forms of recreation for the participants. Evening meetings were held at which Indians representing various tribes gave informative and entertaining dances, and other presentations. At one of the universities, on the final evening of the workshop, the Indian women participants prepared a representative meal of Indian foods. The evening was concluded with Indian singing and dancing. This event provided opportunity not only for a sharing of ethnic foods and dances, but also for a warm, interpersonal interaction of friendships developed during the workshop.

Consultants: At the cooperating universities speakers, serving as consultants and staff members, presented specialized topics, usually to the entire group. Typically, the consultant met with the interest group closest to his area of specialization for further consideration of the subject.

At Northern Arizona University the consultants were noted authorities in various fields of education. The following is a list of consultants and topics presented:

CONSULTANTS – Northern Arizona University

June 11	Dr. William Coulson Co-Director, Center for Studies of the Person, La Jolla, California	"Community"
June 12	Dr. John McNeil Professor of Education, Head of. Supervised Teaching and Internship Program, University of California at Los Angeles	"Student Tutoring"
June 13	Dr. Layne Longfellow Post-Doctorate Fellow, National Institute of Mental Health	"Behavior Modification"

June 16	Dr. Robert Anderson Professor of Education, Harvard University	"Continuous Progress School"
June 17	Dr. Robert O'Kane Dean, College of Education, University of North Carolina	"Securing the Essential Services"
June 18	Dr. Victor Baumann Assoc. Professor of Education, Arizona State University	"Adult Education"
June 19	Dr. Frank Jasinski Special Assistant to the Director of Industrial Relations, TRW Systems, Redondo Beach, California	"Group Decision Making"
June 20	Dr. Anthony Rose Post-Doctoral Fellow in Social Psychology, National Institute of Mental Health	"Alcoholism"
June 23	Dr. Russel French Professor of Education, The University of Tennessee	"Nonverbal Communication in the Classroom"
June 24	Dr. Lawrence N. Solomon, Director Human Research Center, United States International University	"Underachieving Student"
June 25	Dr. Samual Shepard Assistant Superintendent of Schools, St. Louis, Missouri, Banneker District	"Community Involvement in Education"
June 26	Dr. Thomas Gillette Associate Professor of Sociology, San Diego State College	"Freedom and Oppression"

Instructional Environment and Physical Facilities

Each of the cooperating universities has a proximity to a current Indian culture. This fact alone would make each of the institutions a good choice as a location for a B.I.A. workshop. Other factors contribute to each university's desirability as a good choice for future workshops.

Central Washington State College: Central Washington State College is located in a quiet setting in residential Ellensburg, at the foot of the Cascade Mountains. Ellensburg is in the center of the State of Washington and the hub of the fertile Kittitas Valley.

The college, covering some 210 acres and with an enrollment of some 7,000 students, was able to offer participants the use of a new facility, the Fine and Applied Arts Building, for all large group presentations. Participants also enjoyed Nicholson Pavillion which houses complete recreational facilities.

Northern Arizona University: Northern Arizona University, located in Flagstaff, is situated in the center of a vast vacation land – pine forests, mountains, canyons, and Indian dwellings present a stimulating challenge in many fields. The physical setting and cool summer climate of Flagstaff appeal to those who wish to study in pleasant surroundings.

The university provided facilities for a varied recreational program for workshop participants.

Participants were housed near dining hall and classroom facilities. A number of new buildings were available for their classroom use.

University of South Dakota: The University of South Dakota, located in Vermillion, is in the southeast corner of the state. Vermillion encompasses the fertile valleys of the Missouri and Vermillion rivers and the gently rolling uplands. It is located centrally in the area of the United States that provides its residents with some of the best natural recreation areas in the world.

The workshop activities were conducted in the School of Business, a large, modern structure containing both classroom and large group facilities.

Participants were housed in a new residence hall located just one block from the School of Business.

Utah State University: The Utah State University Workshop was conducted at the Intermountain Indian School, Brigham City, Utah. The campus is a spacious park-like facility located at the southeast part of town. To the east of Brigham City rises the towering Wasatch range which contains snow-capped peaks and glaciers.

This relatively small community of approximately 14,000, plus the contrasting scenery provided by the fertile valley and the majestic mountains, provided a quiet and peaceful setting for the workshop.

With the exception of the dining room and the housing quarters, all of the workshop activities were conducted in the Instructional Services Center, a recently established complex of facilities and services especially designed for training programs.

Other Involvement in Indian Education

Central Washington State College: (1) The Education Department at Central Washington State College has established and helps operate the Center for Study of Migrant and Indian Education in Toppenish, Washington. (2) An Indian Education Workshop for Teachers and Counselors Working with Indian Children was held July 14-25, 1969. (3) A nine-week program, Enrichment Conference for Indian Youth, was operated during the summer of 1969. This program involved 37 adolescent Indian youth and was supported by the Dalles Dam Trust Funds.

Northern Arizona University: (1) A Teacher Core program developed in cooperation with Indian reservation schools is in the second year of a three year cycle. (2) Pioneering studies of English as a second language are being undertaken. Classes in Navajo as a written language are being developed. (3) Staff consultant services are provided in the Navajo area. (4) The university is involved in an "Upward Bound" program for Indian youth. (5) The university has several projects for training counselors of Indian students.

University of South Dakota: (1) The university is involved in an "Upward Bound" program for high school juniors and seniors from Rosebud, Pine Ridge, and Cheyenne River Reservations. (2) During the summer of 1969, an Institute for Teachers of Disadvantaged Youth was conducted. (3) The University has an EPDA-sponsored Summer Reading Institute.

Utah State University: (1) An "Upward Bound" program is being conducted on the university campus. A number of these students were involved in both the 1968 and 1969 workshops in some of the group counseling demonstrations. (2) In the Spring of 1969, an Administrator's Workshop was conducted. (3) Two EPDA projects are presently being conducted in the areas of curriculum improvement. (4) During the school year 1969-70, a program for developing psychometric and medical data for screening purposes at Intermountain School will be conducted.

EVALUATION

Introduction

It is often stated that one can prove anything with statistics. But the statistician contends that nothing can be proved with statistics in the classical sense of proof. Instead, he feels that his job is to describe results within certain "error" limitations.

"The term "error" has two distinct meanings in statistical analysis. The first meaning is the everyday usage of the word and is synonymous with mistake. The second meaning of the word has a probabilistic connotation and in no way implies a mistake. For the mistake meaning of the term, the universities made every effort to keep this at a minimum by checking and rechecking all data. The second meaning of the term has two aspects, and these are explained in some detail in the following two paragraphs.

All statistical tests of significance are reported at the .05 level. This means that 5% of the time the null hypothesis would be rejected even though it were true. This level of significance is determined as a risk factor by those doing the analysis. There is no way to determine which items fall into the category of this type of "error".

A second aspect of probabilistic error is that associated with failing to reject a false null hypothesis. When the level of significance has been determined, the probability of this type of error is related inversely to the size of the sample. Loosely speaking, when the sample size is small the probability of this type of error is large; and when the sample size is large, the probability of this type of error becomes small. Although the analyses were done separately for each university, it was felt that the three universities other than NAU should be combined to make the samples large enough so that the probability of the type of error described above would be relatively small.

There are two basic purposes for doing statistical analysis. One is descriptive in nature and merely summarizes the raw data by presenting information as to typical data values and variability of these values. The second purpose, inference, is used in decision making. Both types of statistics are included in this report. It was not practical to include the raw data, nor all of the descriptive summaries because on the role perception instruments alone there were 108 different analyses and more than five thousand pages of computer printout.

Development of Objectives:

Objectives for the 1969 Workshop were derived by analysis of the 1968 Participant Evaluation Forms, and a series of meetings between tribal representatives, BIA personnel, and university workshop administration. These sources stressed communications within the Bureau as an area of major concern It was repeatedly noted that not only were the formal channels of communications amenable to improvement, but that the informal person-to-person contacts among local staff personnel were hampering more realistic problem-solving within the group. As a result, communications was chosen as the general theme of the workshops with emphasis on person-to-person communication.

The four universities cooperatively derived the set of objectives for each major segment of the workshops as follows:

Objectives for Communication Groups

I. As a result of communication group training each participant will function in the group at higher levels within each of the following facilitative categories:

   A. Empathic Understanding

   B. Genuineness

   C. Self-Exploration

   D. Respect

   E. Specificity

II. As a result of communication group training each participant will function in other groups of the workshop at higher levels within each of the following facilitative categories:

   A. Empathic Understanding

   B. Genuineness

   C. Self-Exploration

   D. Respect

   E. Specificity

III. As a result of communication group training each participant will function on the job at higher levels within each of the following facilitative categories:

   A. Empathic Understanding

   B. Genuineness

   C. Self-Exploration

   D. Respect

   E. Specificity

Objectives for Special Interest Groups

I. Each participant will be able to demonstrate by performance (including oral or written responses) increased knowledge of skill in relevant content areas experienced during the workshops.

II. Each participant will be able to demonstrate by performance on the job increased knowledge and skill in relevant content areas experienced during the workshop.

Objectives for the Task-Oriented Groups

I. Each participant, when presented with a problematic situation simulating his working environment, will be able to demonstrate orally or in writing his abilities to:

  A. Identify the problem.

  B. Analyze the data

  C. Formulate alternatives

  D. Select an alternative

  E. Implement the decision

  F. Evaluate the course of action

II. Each participant when presented with a problematic situation on the job will be able to:

  A. Identify the problem

  B. Analyze the data

  C. Formulate alternatives

  D. Select an alternative

  E. Implement the decision

  F. Evaluate the course of action

III. When given a problem solving task during the workshop requiring group consensus each participant will be able to contribute to that consensus by performing the following functions:

  A. Clarifying and elaborating

  B. Initiating tasks or goals

  C. Seeking information and opinions

  D. Giving information and opinions

  E. Summarizing

  F. Compromising

  G. Consensus testing

  H. Encouraging and supporting the contributions of others

IV. When confronted with a problem-solving task on the job requiring group consensus each participant will be able to contribute to that consensus by performing the following functions:

  A. Clarifying and elaborating

  B. Initiating tasks or goals

C. Seeking information and opinions

D. Giving information and opinions

E. Summarizing

F. Compromising

G. Consensus testing

H. Encouraging and supporting the contributions of others

A more detailed presentation of the rationale and assumptions underlying the objectives can be found in the *Common Evaluative Schema for the BIA Summer Workshop '69.* Interested readers may obtain a copy from the Northern Arizona University Library.

It is noted that some of the objectives require evaluation during the academic year and at schools in which participants carry out their assigned functions. Other areas are not conducive to standardized evaluation for all participants.

Evaluation Instruments and Results:

Explanation of each evaluation instrument used is given with the interpretation of results. The actual instrument used were

III. Provided by the Center for the Study of the Person, La Jolla, California
   a. The Way I See Myself
   b. The Relationship Inventory

II. Standardized commercial instrument from Science Research Associates, Inc.
   a. Leonard V. Gordon, *Survey of Interpersonal Values,* 1960

III. Developed by Northern Arizona University
   a. Role Perception-BIA Administrator
   b. Role Perception-BIA Teacher
   c. Role Perception-BIA Member of Pupil-Personnel Services

Four areas vital to effective communication were chosen for emphasis. These included: (1) the individual's awareness of and perception of himself, (2) his values as determiner of his behavior, (3) his relationships within a group of which he is a part, and (4) his behavior within the larger society groups in which he works.

Objectives Operationalized

Specific objectives derived from communication skills identified with the first area cited above is the individual's concept of himself. If he perceives himself largely in negative terms, this is communicated to others in largely negative terms. If he has a positive concept of himself, he sees and communicates these positive attributes to others. Hence the basis for effective communication begins with awareness of self, knowledge of one's own value structure.

This dimension of the communication process was then operationalized by the instrument entitled *The Way I See Myself*, a ten-item semantic differential test measuring attitudes toward self. This criterion tests the null hypothesis that there will be no significant differences in the pre-post tests on how the individuals see themselves on the ten variables of the instrument.

The second major area stressed in the communication model adopted for the workshop involved the individual's value-structure A person's values determine, to a large extent, the behavioral interaction he will have with groups he may stereotyped, such as supervisors, peers, subordinates, or diverse ethnic or racial groups. Modification of the individual's values depends upon the degree of awareness the individual has of them and the consequences these values invoke in interpersonal relationships. The value structure of the individual was operationalized by pre-post administration of the *Survey of Interpersonal Values* with six specific variables identified.

The hypothesis generated by this objective was that there will be no significant difference in the individual's values as a function of workshop participation.

The third area chosen for analysis and evaluation involved the individual's relationships with other people in a group. An instrument measuring five variables was selected. Research in social and counseling psychology have tended to support the hypothesis that increasing facilities in expression of these five "skills" is positively correlated with effective and theraputic communication patterns. This instrument is called simply *The Relationship Inventory*.

The Self-Concept instrument is a ten-item semantic differential list. In the scaling of this instrument, the numbers one to seven represent a continuum from left to right as listed on page 2 of the data section. It is a measure of how the individual sees himself in his own, subjective perceptual field. The individual's concept of himself is the reference point for his judgments of objective reality and the framework within which the communication process is integrated. Unrealistic or distorted self-concepts are often associated with impaired interpersonal communication.

There were significant changes in the participants on five of the ten items of the scale The table indicates that individuals both before and after the workshop tended to see themselves in basically positive terms, toward the left-hand side of the scales. Significant shifts were identified on five of the ten variables. The participants reported themselves as less honest, less happy, less hot, less pleasant, and less useful after the workshop than before.

These changes in self-concept scores are interpreted as an increasing awareness of self on the part of participants and evidence of ability to change their own perceptions of themselves. This was one of the major objectives of the workshop, and the data suggest partial realization of this objective. The fact that the scores tended to gravitate toward the mean rather than the positive end of the scale is interpreted as a lessening of need to judge oneself in strongly positive terms and increasing ability to accept oneself.

The Survey of Interpersonal Values is an instrument designed to measure six variables identified with basic motivational patterns in people. These values are often critical in determining the individual's relationship to other people and their relationship to him. A person's value structure when conflicting or rigid may evidence behavior patterns that impair his ability to function cooperatively and productively in groups. The six values measured by this instrument are:

> S–Support: Being treated with understanding, receiving encouragement from other people, being treated with kindness and consideration.
>
> C–Conformity: Doing what is socially correct, following regulations closely, doing what is accepted and proper, being a conformist.
>
> R–Recognition: Being looked up to and admired, being considered important, attracting favorable notice, achieving recognition.
>
> I–Independence: Having the right to do whatever one wants to do, being free to make one's own decisions, being able to do things in one's own way.
>
> B–Benevolence: Doing things for other people, sharing with others, helping the unfortunate, being generous.
>
> L–Leadership: Being in charge of other people, having authority over others, being in a position of leadership or power.*

The individuals in the workshop made significant shifts in their value orientation on four of the six variables measured. They moved towards desiring support from others, away from conformity, toward independence, and away from valuing the leadership role. Such a constellation of value shifts in so short a period of time is remarkable and suggests an increased sense of the individual to accept responsibility for his own behavior and not be positively dependent upon others to solve his problems for him. It also is interpreted as a movement towards valuing less force, coercion, and dominance in relating with others in the environment. Others were perceived as being on a more equal basis following the workshop than before.

The Relationship Inventory has two parts, the first is a series of statements concerning how the individual believes he is perceived by others. There are four variables identified as facilitating therapeutic interpersonal processes in this part. The second part describes four different personality dimensions on a continuum and asks the participant to evaluate himself and others in his encounter group on these four variables. A descriptive definition of the four variables contained in Part I of the Relationship Inventory follow:

Regard: A warm, positive, acceptant attitude toward what is in another person Non-possessive warmth in interpersonal relationships.

Empathy: The ability to experience an accurate empathic understanding of another's perceptual world as if it were one's own — without losing awareness of the "as if" quality.

Unconditionality: Acceptance of another person "without any strings" attached. Acceptance that is not contingent upon behaviors or attitudinal changes in the other person.

Congruency: Ability of the individual to operate without facade or "front". Being aware of one's feelings and reporting or acting upon them if appropriate.

The four variables on Part II of the instrument are:

Genuineness: A quality in a person in which his own feelings and attitudes are available to his awareness, and he is able to understand how his feelings are influencing his behavior. His actions are matched by his feelings.

Sensitive to Others: Awareness of the feelings of others and ability to understand how another person's feelings made him act as he did.

Risk-Taking: The ability to do what one perceives as appropriate even though risks of displeasing others may be present.

Ability to be Personal: Ability to share oneself openly and easily and to be comfortable when others are being very personal.

Significant changes were reported in five of the eight categories of the Relationship Inventory. Examination of the table on data page 3 indicates that participants tended to see themselves as being accepted and held in higher regard by others, as a function of workshop participation. They also reported that others were significantly less empathic and understanding of them following the workshop, but were increasingly more honest with them.

The second part of the Relationship Inventory indicates that participants perceived others as significantly less genuine in their relationships within the encounter group and more sensitive to the feelings of others (data page 4).

Interpretative statements concerning the scores cited above in the Relationship Inventory are problematic. On the other hand, positive movement towards skills associated with therapeutic communication patterns are found on the Regard, Congruency, and Sensitivity scales, yet significant decreases were noted on the Empathic and Genuineness scales. More detailed analysis of the data with breakdowns by job function, racial background, age, sex, or years in service with the BIA might tend to identify marked sources of variation and clarify interpretation.

The inverse relationship between rising Congruency scores in Part I and decreasing Genuineness scores in Part II is particularly difficult to understand. The former score is a report of how the individual feels that others perceive him. These scores indicate that the individual feels that others saw him more congruently as a function of workshop participation, but the score on Genuineness in Part II indicates the individual perceived others as "less" congruent and lacking genuineness within the group. In other words, the results seem to indicate that participants tended to see themselves as quite congruent, but that others were "phony".

The constellation of scores on the Relationship Inventory are interpreted to mean that while many and pronounced changes were reported by participants, change in two of the five categories was not in the hypothesized direction and hence was not therapeutic.

The fourth crucial area of effective communication selected as a target objective of the workshops was the individual's perception of his own professional role. The *Role Perception Instrument* was utilized to measure the congruency between how the individual sees his own professional role within the BIA and how his colleagues see his role and function. Incongruencies identified suggest breakdown of organizational communication channels.

During the planning for the BIA Workshop '69 the decision was made to develop a set of role perception instruments which would measure whether consensus exists between the occupants of one role group, i.e., teachers, and the occupants of another role group, i.e., administrators. The use of this process has been found to be helpful in improving communication and working relationships in other occupational areas. Dr. James Mayfield, Associate Professor, Northern Arizona University, was selected to develop these instruments because of his considerable experience with this process. The BIA employees are divided into three major role branches. These are administrators, teachers, and pupil-personnel employees. The role perception items used with the pupil-personnel employees were further divided to relate to those persons working in the school guidance function and to those persons employed in the dormitories.

The specific purpose of these instruments was to discover areas where persons filling different roles in the BIA educational setting might differ significantly in their perceptions of each other's roles. The validity and reliability of the role perception instruments were established by the administration of the instruments to more than ten per cent of the participants who had attended the BIA Workshop '68 during follow-up work sessions held in four areas during the school year 1968-69. As responses were analyzed during this period a number of significant changes were made in the format of the instruments, in the number of items, and in the wording of several items. This was done to make the instruments more pertinent to the contemporary BIA educational setting.

The specific objective pertaining to the importance of role perception to better communication among BIA staff members was stated in the *Workshop '69 Evaluative Schema* as follows:

> "As a result of workshop group experience (communication, task-oriented, and special interest) the participants will display a greater understanding of their own role function and the function of others in the school environment. Evidence of this understanding will be increased congruence among various role representatives on the Northern Arizona University developed Role Perception Instruments during the Workshop". (p. 8.)

To determine the degree to which this objective was achieved the refined instruments were administered to the participants of Workshop '69 at all four universities involved in the project. The instruments were administered twice during the workshops, at the beginning and on the last day. The plan was utilized so that it could be determined if changes in role perception during the workshops did occur that would show greater congruence in role perceptions. This shift, if achieved, should allow the participants to communicate more effectively across vertical and horizontal lines within the BIA.

The statistical analysis used for the role perception instruments was the Kolmogorov-Smirnov test for differences between frequency distributions. For testing differences between role groups, the two-sample case was used and the hypothesis was that the two samples (role groups) were independent random samples from the same population. For testing significance shifts from pre-test to post-test, the one-sample case was used with the pre-test being taken as the population distribution.

A word of explanation is in order as to the interpretation of the role perception results. The analysis of whether there is consensus between role groups holds no implications as to whether a given answer is "better" than another answer. The only interpretation of differences in perception which can be made when there is lack of consensus on a given item is that here is difference in understanding about that given aspect of the role. It is assumed that if there is a difference of opinion about some aspect of role, the parties in disagreement cannot be at maximum effectiveness until that difference is resolved. Dialogue between the parties should resolve questions associated with appropriate or inappropriate interpretations, although for the sake of an ongoing operation, it may be necessary to select one alternative until the resolution is accomplished. A further use of the role perception results would be in the study of job descriptions.

The table on page 5 of the data section summarizes the number of statistically significant items on the role perception instruments. In this table answers from all role groups have been combined for a given instrument. It should again be noted that 5% of the items should be found to be significant by chance alone. A cursory glance shows that in all cases there were higher proportions of significant items on the pre-test than on the post-test. It can also be seen that the greatest shift for NAU and the combined cooperating universities occurred with the administrator instrument; but when data from all universities were combined, the greatest shift came on the perception of the role of pupil-personnel services. At first reading this may appear to be a conflict, but it must be remembered that the number of individuals involved became greater when the composite was used, and the probability of failing to reject a false null hypothesis decreases under these circumstances.

In all pre-test categories except pupil-personnel services, there was a higher percentage of significant differences than the 5% which would be expected by chance alone. On the post-test the categories which had more than 5% of the items significant were NAU and composite administrator, composite teacher, and composite grand total. At none of the universities was time in the workshops devoted to the specific differences identified on the pre-tests. Significant shifts from pre-test to post-test occurred in all categories except teachers and pupil-personnel services at the cooperating universities. These data clearly indicate that substantial changes occurred in the workshops. It will be necessary to carefully study the raw data summaries to fully delineate the impact of these results.

Perhaps the most significant criterion of workshop effectiveness is to be found in behavioral changes of participants when they return to their job settings. This portion of the evaluation, however, is contingent upon follow-up study. A proposal is being submitted to the BIA by Northern Arizona University which suggests a methodology for this follow-up.

Finally, the workshop participants were given an opportunity to make their own evaluation of the workshop program. This evaluation will serve as a basis for planning and implementation of future in-service training programs.

General Evaluation Form

A questionnaire form was used to gather reactions to general physical arrangements, group leaders, the program and future planning. Results appear on pages 70-78 of the data section.

The number of participants responding to each item at each university is shown with percentages within each level of response representing the per cent of the number responding to the item. The total for all universities is also given. Where open-ended questions appeared several sample responses were selected which represented the typical response to the item.

Two general observations may be made. First, the participants reactions were highly favorable in virtually all categories, and second, there is a distinct similarity of response among all universities.

Of specific interest were the two questions dealing with the most beneficial and least beneficial workshop activity. (See pages 74-75 of the data section). All responses which could be classified as referring either to M, I or T groups were tabulated. A comparison of the tallies for "most" and "least" beneficial showed that for each group (M, I and T groups), there were more participants who felt these activities were "most" beneficial than felt they were "least" beneficial.

As a summary thought the response to question five, page 78 of the data section, should be noted. From a total of 520 responses to the question, 88.8 per cent rated the workshops good or excellent.

NUMBER AND ROLE OF WORKSHOP '69 PARTICIPANTS

	Northern Arizona University	Central Washington State College	Utah State University	University of South Dakota	TOTAL
*B.I.A.					
Administrator	45	19	27	6	97
Teachers	73	39	31	33	176
Pupil-Personnel Services	86	31	15	29	161
Johnson O'Malley Personnel	60	13	25	27	125
Indian Lay Adults	1	2	1	3	7
TOTAL:	265	104	99	98	566

*Persons attending from the B.I.A. Central Office, Washington, as participants are included in B.I.A. Totals.

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AN ODE TO SENSITIVITY TRAINING

By Frances Bentzen
USD Group Member

Draw up your chairs, kick off your shoes
Close both your eyes — for I've got some news

Dance on your hands
Clap with your feet
For I've got some news
You'll love to repeat
— love to repeat
— love to repeat

We came here quite tired — with almost a sigh
With the weight of sad children caught like a cry

Then! Twas — stretch out your arms
Scratch up a back
The guy on your right
We'll roll your head back

Our hang-ups were heard — old grievances aired
And lo and behold! *Everyone* cared!

So dance on your hands
Clap with your feet
For that is the news
You'll love to repeat
— love to repeat
— love to repeat

We shared all our joys and some old fashioned guff
We even showed doubts — and if that's not enough
We shared in our hate and our love and tears
And then we went out and shared in some beers

And now we return to the B. of I.A. more precious and gentle
And somewhat parental — by night and by day
And when our bosses and colleagues all say
Now what of the workshop? What did you do?
Look in their eyes and calmly recite —

Draw up your chairs
Kick off your shoes
Close both your eyes
For I've got some news
Dance on your hands
Clap with your feet
For I've got some news
You'll love to repeat
— love to repeat
— love to repeat

Cooperating Universities

NORTHERN ARIZONA UNIVERSITY
FLAGSTAFF, ARIZONA

UTAH STATE UNIVERSITY
LOGAN, UTAH

CENTRAL WASHINGTON STATE COLLEGE
ELLENSBURG, WASHINGTON

UNIVERSITY OF SOUTH DAKOTA
VERMILLION, SOUTH DAKOTA

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Survey of Interpersonal Values

Scale	Pre-Mean N=503	Post-Mean N=494	t-Value
Support	13.22	15.40	4.61*
Conformity	15.70	11.97	6.86*
Recognition	8.20	8.91	1.95
Independence	12.80	14.24	2.97*
Benevolence	17.21	16.79	0.84
Leadership	11.33	8.33	5.17*

*Significant at the .05 level

Self Concept

Scale			Pre-Mean N=446	Post-Mean N=461	t-Value
Honest	-	Dishonest	2.01	2.21	3.67*
Slow	-	Fast	3.43	3.49	0.12
Strong	-	Weak	2.79	2.87	1.09
Sad	-	Happy	2.69	2.86	2.08*
Hot	-	Cold	3.65	3.54	15.40*
Shallow	-	Deep	3.21	3.10	1.43
Pleasant	-	Unpleasant	2.44	2.63	2.67*
Passive	-	Active	2.83	2.93	1.09
Tough	-	Fragile	3.06	3.18	1.53
Useless	-	Useful	2.22	2.41	2.69*

*Significant at the .05 level

Relationship Inventory Part I

	N=364	N=194	
Scale	Pre-Mean	Post-Mean	t-Value
Regard	23.16	27.23	15.96*
Empathy	1.47	0.87	4.61*
Unconditionality	-3.37	-3.76	1.86
Congruency	10.63	13.25	8.73*

*Significant at the .05 level

Relationship Inventory Part II

	N=371	N=346	
Scale	Pre-Mean	Post-Mean	t-Value
Genuiness	3.98	3.44	7.02*
Sensitive to others	3.79	3.99	2.23*
Risk-Taking	3.28	3.48	1.91
Ability to be personal	3.37	3.51	1.28

High score indicates positive directions

*Significant at the .05 level

NUMBER AND PER CENT OF SIGNIFICANT ITEMS - ROLE PERCEPTION

WORKSHOP	INSTRUMENT	PRE-TEST Number	PRE-TEST Per Cent	POST-TEST Number	POST-TEST Per Cent	SHIFTS Number	SHIFTS Per Cent
Northern Arizona University	Administrator	32	12.0	18	6.7	34	12.7
	Teacher	32	13.3	8	3.3	16	6.7
	Pupil-Personnel Services	15	9.8	0	0.0	12	7.8
	TOTAL	79	12.0	26	3.9	62	9.4
Cooperating Universities	Administrator	27	10.0	12	4.5	24	9.0
	Teacher	24	10.0	3	1.3	8	3.3
	Pupil-Personnel Services	6	3.9	1	0.7	3	2.0
	TOTAL	57	8.6	16	2.4	35	5.3
All Universities	Administrator	52*	19.5	23*	8.6	22*	8.2
	Teacher	48*	20.0	13*	5.4	43*	17.9
	Pupil-Personnel Services	16*	10.5	4*	2.6	37*	24.2
	TOTAL	116	17.6	40	6.1	102	15.5

BASIS FOR PERCENTAGES REPRESENTED ABOVE. In every case there were three different comparisons. On the pre-test and the post-test for a given role instrument there were comparisons between administrators and teachers, administrators and pupil-personnel services, and teachers and pupil-personnel services. On the shift from the pre-test to post-test for each instrument there were administrators, teachers, and members of pupil-personnel services. Thus, the number of comparisons were:

INSTRUMENT	NUMBER OF QUESTIONS	NUMBER OF COMPARISONS PER QUESTION	TOTAL NUMBER OF COMPARISONS
Administrator	89	3	267
Teacher	80	3	240
Pupil-Personnel Services	51	3	153
TOTAL	220	3	660

* Not additive from first two parts of table. See preceding discussion.

INTERPRETATION OF ROLE PERCEPTION TABLES

To conserve space in the final report, the tables which follow are very compact. Some examples should serve to explain the organization of the information. For this purpose please note item 8, page

Identification of the X in the first column shows that it is under Administrator, NAU, Post and on the same line with Teacher. This means that there was a significant lack of consensus on this item between administrators and teachers on the post-test at NAU. One should also note that there is an X in the column labeled Teacher, NAU, Post and on the line for Administrators. This X means exactly the same thing as the preceding interpretation. Thus, the X's are in pairs, each X of a pair meaning the same thing. For a second example observe the X under the column labeled Teacher, Total, Pre and on the line for Pupil-Personnel Services. The second X of this pair is the one under the column headed Pupil-Personnel, Total, Pre and on the line for Teachers. This pair of X's is interpreted as a significant lack of consensus between teachers and members of pupil-personnel services on the pre-test on this item for the total of all universities.

An 0 is used to indicate significant shifts from pre-test to post-test. Note the 0 under the column labeled Pupil-Personnel, Other and on the line for Pupil-Personnel Services. This 0 is between the column headings Pre and Post. The interpretation of this 0 is that there was a significant difference between the way members of pupil-personnel services answered this item on the pre-test and the post-test. The 0's do not come in pairs.

NORTHERN ARIZONA UNIVERSITY-BIA ADMINISTRATOR ROLE PERCEPTION

KEY

A -- Administrator

T -- Teacher

P -- Pupil-Personnel Services

X -- Lack of consensus between branches on role perception items at the .05 level of significance

0 -- Shift of role perception response (pre-test to post-test) within branches at the .05 level of significance

The BIA School Administrator should:	BRANCH	ADMINISTRATOR			TEACHER			PUPIL-PERSONNEL		
		NAU Pre Post	OTHER Pre Post	TOTAL Pre Post	NAU Pre Post	OTHER Pre Post	TOTAL Pre Post	NAU Pre Post	OTHER Pre Post	TOTAL Pre Post
1. Encourage and help implement pupil-teacher cooperation in school management.	A									
	T									
	P									
2. Take a direct and active part in supervising extra-curricular activities.	A									
	T									
	P									
3. Become directly involved in helping to develop student social life.	A									
	T									
	P									
4. Be responsible for establishing rules for extracurricular functions.	A									
	T				0	0	0			
	P							0		

NORTHERN ARIZONA UNIVERSITY-BIA SCHOOL ADMINISTRATOR ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
5. Be responsible for policing after-school functions provided by the school.	A																		
	T																		
	P													0				0	
6. Be in attendance at extracurricular functions such as school dances, athletic contests, etc.	A																		
	T																		
	P																		
7. Make the decisions as to the mode of student dress.	A																		
	T									0		0							
	P																	0	
8. Be responsible for developing programs for school assemblies.	A								X				X						
	T		X				X							X				X	
	P							X				X		0		0		0	
9. Take a direct hand in establishing testing and grading policies for the school.	A																		
	T																		
	P																	0	
10. Be directly responsible for rating teacher efficiency.	A									X		X							
	T			X		X													
	P													0				0	

NORTHERN ARIZONA UNIVERSITY-BIA SCHOOL ADMINISTRATOR ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
11. Take action to establish a code of conduct for the teacher in the community.	A											X							
	T					X								X		X	X	X	X
	P							X		X	X	X	X			0		0	
12. Develop a code of ethics for teachers under his direction.	A																		
	T														X	X		X	X
	P								X	X		X	X						
13. Establish the objectives of the school.	A																		
	T																		
	P																		
14. State the official policy of the school or BIA Central Office even if it differs from his own point of view.	A																		
	T																		
	P															0			
15. Take a direct hand in training neophyte teachers in classroom techniques for the BIA school.	A																		
	T																		
	P																		
16. Approve the content of school publications.	A																		
	T																		
	P																	0	

NORTHERN ARIZONA UNIVERSITY-BIA SCHOOL ADMINISTRATOR ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
17. Control the amount of out of class work given by the teacher to the students as an assignment.	A											X	X						
	T					X	X							X		X		X	
	P							X		X		X				0		0	
18. Determine whether or not a teacher may engage in outside employment.	A							X				X							
	T	X				X												X	
	P											X				0			
19. Encourage parental participation in BIA school affairs.	A																		
	T																		
	P																		
20. Strive for stronger relationships with the BIA Central and Area Offices.	A																		
	T																		
	P																		
21. Provide for extension training or other continuous education for the teaching staff.	A									X									
	T			X								0							
	P																		
22. Take action against a teacher who engages in a political campaign.	A	0							X						X	X			X
	T		X											X		X	X	X	X
	P		X	X			X	X		X	X	X	X						

NORTHERN ARIZONA UNIVERSITY-BIA SCHOOL ADMINISTRATOR ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
23. Be totally responsible for developing the teaching schedule.	A													X			X	X	
	T													X	X	X	X	X	X
	P	X			X	X		X	X	X	X	X	X	0				0	
24. Be directly involved in conferring with parents.	A																		
	T																		
	P																		
25. Be constantly working to upgrade the curriculum.	A																		
	T											0							
	P																		
26. Deal directly with the classroom problems of teachers.	A																		
	T							0											
	P																	0	
27. Be directly involved in counseling pupils.	A	0																	
	T																		
	P															0		0	
28. Be directly involved in checking for hazards of pupil safety.	A																		
	T																		
	P																		

NORTHERN ARIZONA UNIVERSITY-BIA SCHOOL ADMINISTRATOR ROLE PERCEPTION

	BRANCH	ADMINISTRATOR			TEACHER			PUPIL-PERSONNEL		
		NAU Pre Post	OTHER Pre Post	TOTAL Pre Post	NAU Pre Post	OTHER Pre Post	TOTAL Pre Post	NAU Pre Post	OTHER Pre Post	TOTAL Pre Post
29. Visit the classrooms and make recommendations to the teachers concerning their teaching methods and behavior.	A									
	T									X
	P						X			
30.		Item Thirty (30) was omitted in the instrument as finalized								
31. Become involved where disagreements between teachers and pupils occur.	A				X		X			
	T	X		X						
	P									
32. Be directly responsible for handling disciplinary cases.	A				X					
	T	X			0					
	P									
33. Be directly responsible for dealing with disagreements among pupils.	A	0		0	X					
	T	X					0			
	P									0
34. Become involved where disagreements among teachers occur.	A				X					
	T	X								
	P									

NORTHERN ARIZONA UNIVERSITY-BIA SCHOOL ADMINISTRATOR ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
35. Be directly responsible for supervising the custodial staff.	A					0													X
	T											0					X		X
	P						X				X		X			0			
36. Require teachers to report on all parent conferences they hold.	A								X					X					
	T		X											X		X		X	X
	P	X						X		X		X	X	0		0		0	
37. Require all teachers to prepare lesson plans for all their classes, which may be examined by the administrator.	A			0					X		X						X		
	T		X		X									X	X			X	
	P				X			X	X			X							
38. Determine the objectives of the school guidance program.	A																		
	T							0				0							
	P															0		0	
39. Provide teachers with resources whereby they may discover answers to their major teaching problems.	A						0			X						X		X	
	T			X											X			X	X
	P			X		X			X			X	X						
40. Allow teachers to make their own contributions to the learning process of their pupils.	A								X					X					
	T		X											X	X				X
	P	X				X		X	X				X						

NORTHERN ARIZONA UNIVERSITY-BIA SCHOOL ADMINISTRATOR ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
41. Make every staff meeting a valuable educational activity.	A															X		X	
	T															X		X	
	P		X			X				X		X					0		0
42. Work at maximizing faculty skills in his school.	A		0											X		X	X	X	
	T																		
	P	X	X	X	X	X													
43. Take a strong and overt interest in the professional development of the teachers.	A						0			X		X				X	X	X	
	T			X		X													
	P			X	X	X													
44. Work at making teachers feel their work is of great importance.	A																		
	T												0						
	P																		
45. Work at getting teachers to upgrade their classroom performance standards.	A						0					X						X	
	T					X													
	P					X													
46. Be aware of and constantly working to improve teacher morale.	A											X		X		X		X	
	T					X							0						
	P	X		X		X													0

NORTHERN ARIZONA UNIVERSITY-BIA SCHOOL ADMINISTRATOR ROLE PERCEPTION

	BRANCH	ADMINISTRATOR			TEACHER			PUPIL-PERSONNEL		
		NAU Pre Post	OTHER Pre Post	TOTAL Pre Post	NAU Pre Post	OTHER Pre Post	TOTAL Pre Post	NAU Pre Post	OTHER Pre Post	TOTAL Pre Post
47. Require that teachers provide opportunities for students to go beyond minimum requirements of course objectives.	A					X				
	T		X				0			
	P									
48. Require that teachers experiment with new teaching methods in the classroom.	A									
	T									X
	P						X			
49. Take an active interest in the social and emotional problems of the pupils.	A			0						
	T						0			
	P									
50. Provide teachers with a "we" concept as he works with them.	A						X		X	X
	T			X			0			
	P		X	X						
51. Involve his total faculty and staff in evaluation of the school and its program.	A								X	X
	T						0			
	P		X	X						0
52. Involve teachers in a constant self-evaluation and self improvement program.	A			0		X			X	
	T		X		0	0	0			
	P		X						0	0

NORTHERN ARIZONA UNIVERSITY-BIA SCHOOL ADMINISTRATOR ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
53. Discourage teachers from treating him as "one of the gang".	A																		
	T																		
	P																		0
54. Encourage teachers to call him by his first name.	A		0									X							
	T					X										X			
	P									X					0				
55. Engage frequently in social relationships with his teachers.	A						0												
	T								0										
	P														0				
56. Insist that teachers show due respect for his position.	A																		
	T								0										
	P														0				0
57. Side with the teacher in teacher-student disputes even if he feels the teacher is in error.	A						0					X		X				X	
	T					X								X					
	P	X				X		X							0				
58. Insist that students accept teachers' instructions first and complain about them later.	A		0				0	X				X		X					
	T	X				X							0						
	P	X															0		0

NORTHERN ARIZONA UNIVERSITY-BIA SCHOOL ADMINISTRATOR ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
59. Provide direct leadership to the schools' instructional program.	A															X	X		X
	T																		
	P			X	X		X												
60. Be consistently involved in communicating the objectives of the school to the pupils.	A																		
	T																		
	P																	0	
61.		Item sixty (60) was repeated in the instrument as finalized.																	
62. Be consistently involved in communicating the objectives of the school to the community.	A										X			X		X	X	X	
	T				X													X	
	P	X		X	X	X						X						0	
63. Eliminate red tape when fast action is required.	A								X					X					
	T		X									0		X	X				X
	P	X						X	X				X						
64. Establish and take part in an ongoing in-service training for teachers.	A					0													X
	T							0				0							
	P						X											0	

NORTHERN ARIZONA UNIVERSITY-BIA SCHOOL ADMINISTRATOR ROLE PERCEPTION

	BRANCH	ADMINISTRATOR			TEACHER			PUPIL-PERSONNEL		
		NAU Pre Post	OTHER Pre Post	TOTAL Pre Post	NAU Pre Post	OTHER Pre Post	TOTAL Pre Post	NAU Pre Post	OTHER Pre Post	TOTAL Pre Post
65. Regularly check grade reports.	A			0	X		X			
	T	X		X			0			
	P									0
66. Make certain that merit rewards are given to teachers who do an outstanding job--promotions, increases, recognition, etc.	A							X		
	T									
	P	X								
67. Encourage two-way communication in staff meetings.	A						X	X		X
	T			X	0					
	P	X		X				0		
68. Work to encourage parental cooperation with the school.	A							X	X	X
	T									
	P	X	X	X						
69. Visit with each new teacher concerning BIA regulations which effect his job.	A	0								
	T									
	P									0
70. Be directly involved in helping new teachers get to know other teachers.	A			0						
	T						0			
	P									0

NORTHERN ARIZONA UNIVERSITY-BIA SCHOOL ADMINISTRATOR ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
71. Be directly involved in helping new teachers get to know pupils.	A																		
	T																		
	P																		
72. Be active in establishing committees, and then work with them on problems.	A																		
	T																		
	P																		
73. Act as a counselor to faculty in such a manner that they have no fear of recrimination.	A																	X	
	T							0				0							
	P					X												0	
74. Stimulate teachers to improve and then overtly recognize that improvement.	A																	X	X
	T							0		0								X	X
	P					X	X					X	X						
75. Consult with a teacher if a decision will affect him.	A															X		X	
	T											0		X	X			X	X
	P			X		X			X			X	X					0	
76. Set specific time aside for consultation, and then encourage teachers, to come in.	A																	X	
	T							0		0		0							X
	P					X							X						

NORTHERN ARIZONA UNIVERSITY-BIA SCHOOL ADMINISTRATOR ROLE PERCEPTION

	BRANCH	ADMINISTRATOR			TEACHER			PUPIL-PERSONNEL		
		NAU Pre Post	OTHER Pre Post	TOTAL Pre Post	NAU Pre Post	OTHER Pre Post	TOTAL Pre Post	NAU Pre Post	OTHER Pre Post	TOTAL Pre Post
77. Work with professional organizations in searching for curriculum helps.	A T P			0	0 X	0	0	X		
78. Meet regularly with school counselors on student scores and results of the testing program.	A T P					0	0			
79. Get regular reports from counselors on student scores and results of testing program.	A T P			0		0				
80. Keep the faculty informed concerning equipment and supplies budget so they can make the most of it.	A T P						0		0	0
81. Personally interview and hire applicants for teaching and pupil-personnel positions.	A T P			0			0			
82. Request regular meetings with the assistant area director for education.	A T P									

NORTHERN ARIZONA UNIVERSITY-BIA SCHOOL ADMINISTRATOR ROLE PERCEPTION

		BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
			NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
			Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
83.	Be involved in policy making concerning promotions in the BIA school in which he serves.	A											X							
		T					X							0						
		P																		
84.	Be responsible for making final recommendations concerning promotions in his school.	A							X											
		T	X																	
		P																		
85.	Recommend the issuance of a contract to BIA school employees.	A											X			X			X	X
		T					X							0						
		P		X			X	X												
86.	Recommend some BIA school employees for 9-month rather than 12-month contracts.	A							X						X					
		T	X							0		0		0						X
		P	X											X						
87.	Be responsible for making all assignments within his school.	A						0											X	
		T												0						
		P					X													
88.	Support the right of professional staff to negotiate rights and grievances with BIA officials.	A											X						X	
		T					X							0						
		P					X											0		0

NORTHERN ARIZONA UNIVERSITY-BIA SCHOOL ADMINISTRATOR ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
89. Support the right of professional staff to strike for benefits and improved educational provisions	A		0					X						X		X			
	T	X																	
	P	X		X															
90. Utilize behavioral objectives developed for student performance in evaluating teachers.	A		0		0														
	T																		
	P																		
91. In requesting faculty and staff, set minimal requirements in terms of educational preparation and background.	A						0												
	T																		
	P																		

NORTHERN ARIZONA UNIVERSITY-BIA TEACHER ROLE PERCEPTION

KEY

A -- Administrator

T -- Teacher

P -- Pupil-Personnel Services

X -- Lack of consensus between branches on role perception items at the .05 level of significance

0 -- Shift of role perception response (pre-test to post-test) within branches at the .05 level of significance

<table>
<tr><th rowspan="3">The BIA Teacher should:</th><th rowspan="3">BRANCH</th><th colspan="6">ADMINISTRATOR</th><th colspan="6">TEACHER</th><th colspan="6">PUPIL-PERSONNEL</th></tr>
<tr><th colspan="2">NAU</th><th colspan="2">OTHER</th><th colspan="2">TOTAL</th><th colspan="2">NAU</th><th colspan="2">OTHER</th><th colspan="2">TOTAL</th><th colspan="2">NAU</th><th colspan="2">OTHER</th><th colspan="2">TOTAL</th></tr>
<tr><th>Pre</th><th>Post</th><th>Pre</th><th>Post</th><th>Pre</th><th>Post</th><th>Pre</th><th>Post</th><th>Pre</th><th>Post</th><th>Pre</th><th>Post</th><th>Pre</th><th>Post</th><th>Pre</th><th>Post</th><th>Pre</th><th>Post</th></tr>
<tr><td rowspan="3">1. Be given authority for classroom discipline.</td><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>T</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td colspan="2">0</td><td colspan="2">0</td><td>X</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>P</td><td></td><td></td><td></td><td></td><td></td><td></td><td>X</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">2. Be expected to handle classroom discipline.</td><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>X</td></tr>
<tr><td>T</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td colspan="2">0</td><td colspan="2">0</td><td>X</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>P</td><td></td><td></td><td></td><td></td><td></td><td>X</td><td>X</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">3. Involve students in classroom selection of problems to study.</td><td>A</td><td></td><td></td><td></td><td></td><td colspan="2">0</td><td></td><td></td><td></td><td></td><td></td><td></td><td>X</td><td></td><td></td><td>X</td><td></td><td>X</td></tr>
<tr><td>T</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>X</td><td></td><td></td><td></td><td>X</td><td></td></tr>
<tr><td>P</td><td>X</td><td></td><td></td><td>X</td><td></td><td>X</td><td>X</td><td></td><td></td><td></td><td>X</td><td></td><td colspan="2">0</td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">4. Involve students in course outline planning.</td><td>A</td><td></td><td></td><td></td><td></td><td colspan="2">0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>X</td></tr>
<tr><td>T</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>P</td><td></td><td></td><td></td><td></td><td></td><td>X</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

NORTHERN ARIZONA UNIVERSITY-BIA TEACHER ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
5. Utilize available community resources in teaching.	A													X				X	X
	T													X	X	X		X	
	P	X				X	X	X	X	X		X							
6. Develop a separate course outline for each class taught.	A																		
	T																		
	P																		0
7. Use slides, charts, films, and other visual and audio aids in teaching.	A													X				X	
	T													X		X		X	X
	P	X				X		X		X		X	X						
8. Provide instruction in reading, writing, listening, and speaking, regardless of subject taught.	A													X			X	X	X
	T																		
	P	X			X	X	X												
9. Use pupil records to determine student needs before course is constructed.	A								X										
	T		X					0											
	P																		
10. Use information about student interests and aptitude to help promote learning.	A																	X	
	T																		
	P					X													
11. Select and use standardized tests and inventories in measuring student attitudes, knowledge, and response to his teaching.	A																		
	T																		
	P																		

NORTHERN ARIZONA UNIVERSITY-BIA TEACHER ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
12. Study and utilize the results of interest inventories in teaching.	A																		
	T																		
	P																		
13. Contribute anecdotal reports of student behavior to the school cumulative record.	A											X		X					
	T					X											X		
	P	X									X								
14. Help or obtain help for the student having difficulty with his studies.	A																		
	T																		
	P																		
15. Provide information to individual students concerning their abilities, interests, aptitudes, personality, and achievement as revealed through testing programs.	A																		
	T																		
	P																		
16. Provide "how to study" information in all classes regardless of subject.	A																		
	T																		
	P																		
17. Relate material presented in class to the immediate needs of the Indian child.	A													X		X		X	
	T													X				X	
	P	X		X		X		X				X							

NORTHERN ARIZONA UNIVERSITY-BIA TEACHER ROLE PERCEPTION

	BRANCH	ADMINISTRATOR			TEACHER			PUPIL-PERSONNEL		
		NAU	OTHER	TOTAL	NAU	OTHER	TOTAL	NAU	OTHER	TOTAL
		Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post
18. Keep constantly abreast of changing trends in each field of study in which he is teaching.	A							X	X	X
	T							X		X
	P	X	X	X	X		X	0		0
19. Provide each class with written course objectives.	A									
	T								X	
	P					X				
20. Provide each class with rules and procedures to be followed.	A									
	T				0	0	0			
	P									
21. Develop a system of rewards for students to improve motivation.	A									
	T					0	0		X	X
	P					X	X	0		
22. Utilize new techniques in teaching whenever old methods seem to be ineffective.	A							X		X
	T							X		X
	P	X		X	X		X			
23. Dress neatly and cleanly at all times.	A									
	T									
	P									
24. Work constantly to improve ability to present course materials enthusiastically.	A								X	X
	T							X		X
	P		X	X	X		X			

NORTHERN ARIZONA UNIVERSITY-BIA TEACHER ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
25. Work on making presentations clear and concise.	A													X				X	
	T													X	X	X		X	
	P	X				X		X	X	X		X							
26. Provide students with consistent behavior on teacher's part.	A															X		X	
	T													X				X	
	P			X		X		X				X							
27. Give students adequate and varied opportunity to respond to class presentations.	A													X		X		X	
	T													X	X			X	X
	P	X		X		X		X	X			X	X						
28. Use class examinations and their results as teaching devices as well as evaluation instruments.	A																		
	T																		
	P																		
29. Return students' papers promptly and with adequate comments on them to help each student learn.	A																		
	T																		
	P																		
30. Keep personal prejudices and personal problems from getting through to the students in any way.	A				0		0												
	T																		
	P																		
31. Utilize the culture of the Indian child in the development of course materials.	A													X		X		X	
	T													X		X		X	
	P	X		X		X		X		X		X					0		0

NORTHERN ARIZONA UNIVERSITY-BIA TEACHER ROLE PERCEPTION

	BRANCH	ADMINISTRATOR			TEACHER			PUPIL-PERSONNEL		
		NAU Pre Post	OTHER Pre Post	TOTAL Pre Post	NAU Pre Post	OTHER Pre Post	TOTAL Pre Post	NAU Pre Post	OTHER Pre Post	TOTAL Pre Post
32. Learn and use some of the students' native language in the classroom.	A									
	T									
	P									
33. Be given a specific period each day for personal consultation with students.	A	0								
	T				0		0			
	P									
34. Seek advice of other teachers and/or administrators in course planning.	A					X	X	X		X
	T		X	X						
	P	X		X						
35. Participate in the professional planning work of the school.	A					X	X	X		X
	T		X	X			0			
	P	X		X						
36. Confer regularly with guidance counselors concerning students and their problems.	A					X	X			
	T		X	X						
	P									
37. Take an active and verbal part in school faculty meetings.	A									
	T									
	P									
38. Volunteer for teacher committees.	A									X
	T				0		0			
	P			X						

NORTHERN ARIZONA UNIVERSITY-BIA TEACHER ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
39. Offer suggestions to school administrators for improving total school program.	A									X		X				X		X	
	T			X		X							0						
	P			X		X													0
40. Participate in formulating and carrying out school activities.	A									X		X	X		X	X		X	X
	T			X		X	X												
	P		X	X		X	X												0
41. Conduct interviews with students and their parents concerning the students' goals, abilities, and attitudes.	A		0																
	T																		
	P																		
42. Give information or help to students in selecting their friends.	A							X											
	T	X							0		0		0			X		X	
	P									X		X							
43. Give information or help to students in selecting school activities, clubs, and organizations.	A																		
	T																		
	P																		
44. Work at discovering and studying individual student's problems.	A																		
	T																		
	P																		

NORTHERN ARIZONA UNIVERSITY-BIA TEACHER ROLE PERCEPTION

	BRANCH	ADMINISTRATOR			TEACHER			PUPIL-PERSONNEL		
		NAU Pre Post	OTHER Pre Post	TOTAL Pre Post	NAU Pre Post	OTHER Pre Post	TOTAL Pre Post	NAU Pre Post	OTHER Pre Post	TOTAL Pre Post
45. Help new students become oriented to the school and school life.	A									X
	T									
	P			X						
46. Make visits to students and parents outside of the school environment.	A									
	T				0		0			
	P									
47. Voluntarily attend school functions that include the total school.	A									X
	T									
	P			X						
48. Give information or help to students on how to get along better with members of their families.	A									
	T						0			
	P									
49. Give information or help to students on how to get along better with people.	A									
	T									
	P									
50. Give information or help to students with personal problems.	A									
	T									
	P									
51. Give information to help students develop hobbies or recreational interests.	A									
	T									
	P									

NORTHERN ARIZONA UNIVERSITY-BIA TEACHER ROLE PERCEPTION

	BRANCH	ADMINISTRATOR			TEACHER			PUPIL-PERSONNEL		
		NAU	OTHER	TOTAL	NAU	OTHER	TOTAL	NAU	OTHER	TOTAL
		Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post
52. Assist school staff in gathering and recording information on students.	A									
	T									
	P									
53. Help students develop vocational interests.	A									
	T									
	P									
54. Help students who appear to have personality or personal adjustment problems.	A									
	T									
	P									
55. Help to make community or occupational surveys of value to students.	A									
	T									
	P									
56. Use guidance services available in the school for referral of students.	A					X				
	T		X							
	P									
57. Conduct follow-up studies of students to determine effectiveness of teaching.	A					X				
	T		X							
	P									
58. Obtain information about future educational opportunities for the Indian student.	A									
	T									
	P									

NORTHERN ARIZONA UNIVERSITY-BIA TEACHER ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
59. Work at improving the environment of the Indian community.	A	0																	
	T							0											
	P																		
60. Work as an educational leader in the community.	A																		X
	T																		
	P						X												
61. Represent the school in community activities.	A																		
	T																		
	P																		
62. Interpret the school goals and program to the people of the community.	A																		
	T							0											
	P																		
63. Share in the responsibility of supervising special school activities.	A																		
	T																		
	P																		
64. Be an active member of professional educational organizations.	A																	X	
	T																		
	P					X													
65. Attend conventions, programs, etc., provided by educational organizations.	A																	X	
	T																		
	P					X													

NORTHERN ARIZONA UNIVERSITY-BIA TEACHER ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
66. Take an active part in the supervision of students outside of the classroom.	A																		
	T																	X	
	P											X							
67. Volunteer for supervisory responsibility of extra-curricular activities provided by the school.	A																		
	T																		
	P																		
68. Volunteer for involvement in professional workshops.	A																		
	T																		
	P																		
69. Request to attend college or university to upgrade education and degree status.	A																		
	T																		
	P																		
70. Actively engage in getting BIA teachers certified in the state in which they are working.	A																		
	T																		
	P																		
71. Become involved with other teachers in discussions concerning professional goals.	A																		
	T																		
	P																		
72. Volunteer and become active in committees relating to seeking improvement of physical plant.	A											X						X	
	T					X													
	P					X										0			

NORTHERN ARIZONA UNIVERSITY-BIA TEACHER ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
73. Request continual in-service training to increase teaching effectiveness.	A																		
	T																		
	P																		
74. Provide students with health information regardless of subject matter assigned.	A																		
	T							0											
	P																		
75. Constantly attempt to upgrade level of classroom presentation to challenge better students.	A													X				X	
	T													X				X	
	P	X				X		X				X							
76. Select the average students in class and strive to teach the class at their level.	A													X	X	X		X	X
	T													X	X	X		X	X
	P	X	X	X		X	X	X	X	X		X	X						
77. View his occupation as his "central life interest".	A																		
	T																		
	P																		
78. Be committed to classroom methodology and activities prescribed by the school administration.	A																	X	
	T													X	X				
	P					X		X	X										

NORTHERN ARIZONA UNIVERSITY-BIA TEACHER ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
79. Prefer primary social contacts with other teachers.	A																		
	T																		X
	P												X						
80. Be committed to fulfillment of rules, regulations and procedures as set down by the BIA administration.	A																		
	T							0											
	P																		

NORTHERN ARIZONA UNIVERSITY-BIA PUPIL-PERSONNEL ROLE PERCEPTION

KEY

A -- Administrator

T -- Teacher

P -- Pupil-Personnel Services

X -- Lack of consensus between branches on role perception items at the .05 level of significance

0 -- Shift of role perception response (pre-test to post-test) within branches at the .05 level of significance

Consider each of the following items as appropriate for Dormitory Instructional Aids and/or Dormitory Supervisor, Instructional Aids.

		ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
The BIA member of the Pupil-Personnel Services should:	BRANCH	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Identify pupils with special problems.	A																		
	T																		
	P																		
2. Observe and check children to determine their health needs.	A																		
	T																		
	P																		
3. Provide treatment for student health needs under direction of a nurse or doctor.	A																		
	T																		
	P																		

NORTHERN ARIZONA UNIVERSITY-BIA PUPIL-PERSONNEL ROLE PERCEPTION

	BRANCH	ADMINISTRATOR			TEACHER			PUPIL-PERSONNEL		
		NAU	OTHER	TOTAL	NAU	OTHER	TOTAL	NAU	OTHER	TOTAL
		Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post
4. Be responsible for distribution of supplies in the dormitories.	A									
	T									
	P									
5. Establish tour of duty for dormitory personnel.	A								X	X
	T									X
	P		X	X			X		0	0
6. Study individual students to help them adjust and develop to their maximum.	A									
	T									
	P									
7. Help the student understand and accept himself as a person.	A									
	T									
	P									
8. Help the student understand others and his relationship with them.	A									
	T									
	P									
9. Place order for clothing for children in dormitories.	A								X	
	T				0		0		X	X
	P		X			X	X			

NORTHERN ARIZONA UNIVERSITY-BIA PUPIL-PERSONNEL ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
10. Provide for leisure time activities of a social or recreational nature.	A																		
	T																		
	P																		
11. Be required to fulfill responsibilities other than those included in job descriptions.	A	0											X						
	T						X												X
	P												X						
12. Be required to supervise day-school students.	A																		
	T													X					
	P							X											
13. Ensure that housekeeping and cleaning tasks in and around the dormitory are carried out efficiently.	A																		
	T													X					
	P							X											
14. Make reports of needs for dormitory repair and maintenance.	A													X					
	T													X					
	P	X						X											
15. Assist individual students in arriving at solutions to personal problems.	A																		
	T															X		X	
	P									X		X							

NORTHERN ARIZONA UNIVERSITY-BIA PUPIL-PERSONNEL ROLE PERCEPTION

	BRANCH	ADMINISTRATOR NAU Pre Post	 OTHER Pre Post	 TOTAL Pre Post	TEACHER NAU Pre Post	 OTHER Pre Post	 TOTAL Pre Post	PUPIL-PERSONNEL NAU Pre Post	 OTHER Pre Post	 TOTAL Pre Post
16. Be involved with ordering food stuffs and supplies for the dormitories.	A T P						X			X
17. Be responsible for checking dormitories periodically for cleanliness.	A T P				X		X	X	0	X

Consider each of the following items as appropriate for Dormitory Teacher-Counselor and/or School Counselor.

1. Coordinate orientation of beginning students to the entire school situation.	A T P									
2. Recommend and assist in transferring students to other BIA schools.	A T P									
3. Identify pupils with special problems.	A T P									

NORTHERN ARIZONA UNIVERSITY-BIA PUPIL-PERSONNEL ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
4. Organize the formal guidance program and have it functional within six weeks after school opens.	A																		
	T																		
	P																		
5. Be solely responsible for administering tests given for guidance purposes.	A																		
	T																		
	P																		
6. Be responsible for recording of test scores in cumulative records.	A							X				X							
	T	X				X		0											
	P																		
7. Be responsible for collecting test data and interpreting results to parents, students, and teachers.	A							X											
	T	X						0											
	P																		
8. Study individual students to help them adjust and develop to their maximum.	A																X		
	T																		
	P				X														
9. Help the student understand and accept himself as a person.	A																		
	T																		
	P																		

NORTHERN ARIZONA UNIVERSITY-BIA PUPIL-PERSONNEL ROLE PERCEPTION

		BRANCH	ADMINISTRATOR NAU Pre Post	ADMINISTRATOR OTHER Pre Post	ADMINISTRATOR TOTAL Pre Post	TEACHER NAU Pre Post	TEACHER OTHER Pre Post	TEACHER TOTAL Pre Post	PUPIL-PERSONNEL NAU Pre Post	PUPIL-PERSONNEL OTHER Pre Post	PUPIL-PERSONNEL TOTAL Pre Post
10.	Help the student understand others and his relationship with them.	A		0							
		T									
		P									
11.	Develop and carry out an interrelated program between community, school, and the student's home.	A									
		T				0					
		P									
12.	Give vocational aptitude and interest tests, and provide results of these to interested parties.	A									
		T									
		P									
13.	Prepare a coordinated, continuing plan for guidance classes.	A						X			
		T			X	0					
		P									
14.	Assist students in planning programs of study.	A									
		T				0					
		P									
15.	Gather information and maintain files on all students.	A									
		T									
		P									

NORTHERN ARIZONA UNIVERSITY-BIA PUPIL-PERSONNEL ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
16. Be required to fulfill responsibilities other than those included in job descriptions.	A		0											X					
	T								0					X				X	X
	P	X						X				X	X						
17. Be required to supervise other pupil-personnel staff.	A							X						X					
	T	X							0					X				X	
	P	X						X				X							
18. Be required to hand out punishments to problem-behavior students.	A		0				0	X				X		X		X		X	
	T	X				X								X		X		X	
	P	X		X		X		X		X		X							
19. Advise pupils of educational opportunities beyond the high school level.	A																		
	T																		
	P																		
20. Help students clarify vocational aims.	A																		
	T																		
	P																		
21. Set up and direct pupil, parent, and teacher discussions to help solve adjustment problems.	A																		
	T																		
	P																		

NORTHERN ARIZONA UNIVERSITY-BIA PUPIL-PERSONNEL ROLE PERCEPTION

	BRANCH	ADMINISTRATOR			TEACHER			PUPIL-PERSONNEL		
		NAU	OTHER	TOTAL	NAU	OTHER	TOTAL	NAU	OTHER	TOTAL
		Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post
22. Use Professional guidance and counseling techniques in pupil contacts.	A									
	T									
	P									
23. Develop and maintain an ongoing evaluation of guidance programs.	A									X
	T									
	P			X						
24. Assist teachers in learning about and understanding the guidance program.	A									
	T									
	P									
25. Help teachers administer information-gathering tests.	A									
	T									
	P									
26. Supply teachers with guidance materials to assist them in their student contacts.	A									
	T									
	P									
27. Keep a file of guidance materials which can be utilized by teachers and administrators.	A									
	T				0					
	P									

NORTHERN ARIZONA UNIVERSITY-BIA PUPIL-PERSONNEL ROLE PERCEPTION

	BRANCH	ADMINISTRATOR						TEACHER						PUPIL-PERSONNEL					
		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL		NAU		OTHER		TOTAL	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
28. Assist individual students in arriving at solutions to personal problems.	A																		
	T																		
	P																		
29. Conduct follow-up studies of students who have dropped out or graduated from school.	A																	X	
	T																		
	P					X													
30. Maintain open files of vocational materials for teachers, students, and parents to use.	A																	X	
	T																		
	P					X													
31. Work with teachers in helping them to understand students and the student's problem.	A																		
	T																		
	P																		
32. Be given an opportunity and be encouraged to visit other BIA schools to view their guidance programs.	A																		
	T																		
	P																		
33. Be encouraged to attend guidance conferences.	A																		
	T																		
	P																		
34. Keep school administrators informed concerning major findings from testing programs.	A													X				X	
	T																		
	P	X				X													

THIS SUMMARY ANALYSIS IS FOR ALL UNIVERSITIES	BRANCH	PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION										ACTUAL COUNT			
		STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		OMIT		TOTAL	
THE BIA ADMINISTRATOR SHOULD --		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
1. ENCOURAGE AND HELP IMPLEMENT PUPIL-TEACHER COOPERATION IN SCHOOL MANAGEMENT.	ADM	61.5	54.1	29.9	42.9	5.1	3.1	2.6	0.0	0.9	0.0	0	0	117	98
	TCHR	58.3	56.0	37.6	39.3	3.7	4.8	0.5	0.0	0.0	0.0	2	0	220	168
	PPS	54.9	50.4	37.0	46.1	7.4	2.8	0.0	0.7	0.6	0.0	1	0	163	141
2. TAKE A DIRECT AND ACTIVE PART IN SUPERVISING EXTRACURRICULAR ACTIVITIES.	ADM	25.9	28.6	42.2	42.9	7.8	11.2	22.4	16.3	1.7	1.0	1	0	117	98
	TCHR	24.4	28.7	46.1	43.7	18.0	12.0	11.1	14.4	0.5	1.2	3	1	220	168
	PPS	32.5	26.2	44.2	44.7	14.1	17.0	9.2	9.2	0.0	2.8	0	0	163	141
3. BECOME DIRECTLY INVOLVED IN HELPING TO DEVELOP STUDENT SOCIAL LIFE.	ADM	24.8	25.8	45.3	46.4	14.5	17.5	14.5	8.2	0.9	2.1	0	1	117	98
	TCHR	18.4	16.7	43.3	42.9	23.0	24.4	13.4	15.5	1.8	0.6	3	0	220	168
	PPS	31.7	25.0	43.5	42.1	13.7	20.7	11.2	11.4	0.0	0.7	2	1	163	141
4. BE RESPONSIBLE FOR ESTABLISHING RULES FOR EXTRACURRICULAR FUNCTIONS.	ADM	32.8	22.7	44.0	43.3	11.2	14.4	11.2	14.4	0.9	5.2	1	1	117	98
	TCHR	29.0	16.2	43.9	45.5	15.0	21.6	10.7	14.4	1.4	2.4	6	1	220	168
	PPS	25.3	20.0	44.4	40.7	17.9	22.1	11.1	14.3	1.2	2.9	1	1	163	141
5. BE RESPONSIBLE FOR POLICING AFTER-SCHOOL FUNCTIONS PROVIDED BY THE SCHOOL.	ADM	17.2	14.4	35.3	27.8	10.3	20.6	31.9	32.0	5.2	5.2	1	1	117	98
	TCHR	13.3	11.3	31.7	33.9	22.9	20.2	27.1	28.0	5.0	6.5	2	0	220	168
	PPS	15.5	12.1	37.9	24.3	21.1	26.4	21.7	32.9	3.7	4.3	2	1	163	141
6. BE IN ATTENDANCE AT EXTRACURRICULAR FUNCTIONS SUCH AS SCHOOL DANCES, ATHLETIC CONTESTS, ETC.	ADM	37.1	35.1	50.9	52.6	6.0	6.2	5.2	5.2	0.9	1.0	1	1	117	98
	TCHR	28.0	26.8	56.4	57.1	11.5	12.5	4.1	3.0	0.0	0.6	2	0	220	168
	PPS	37.0	27.9	44.4	54.3	10.5	10.0	6.8	7.1	1.2	0.7	1	1	163	141
7. MAKE THE DECISIONS AS TO THE MODE OF STUDENT DRESS.	ADM	10.3	4.2	40.5	37.5	20.7	29.2	25.9	20.8	2.6	8.3	1	2	117	98
	TCHR	12.9	8.5	36.4	24.2	23.5	24.8	21.7	31.5	5.5	10.9	3	3	220	168
	PPS	21.1	13.7	34.8	28.1	20.5	20.1	19.3	33.8	4.3	4.3	2	2	163	141
8. BE RESPONSIBLE FOR DEVELOPING PROGRAMS FOR SCHOOL ASSEMBLIES.	ADM	14.2	13.4	46.9	46.4	13.3	16.5	23.0	18.6	2.7	5.2	4	1	117	98
	TCHR	12.8	9.6	37.0	31.7	16.0	16.2	29.2	39.5	5.0	3.0	1	1	220	168
	PPS	22.8	14.3	48.8	35.7	11.1	20.0	15.4	26.4	1.9	3.6	1	1	163	141
9. TAKE A DIRECT HAND IN ESTABLISHING TESTING AND GRADING POLICIES FOR THE SCHOOL.	ADM	23.1	18.4	51.3	56.1	6.8	12.2	17.9	10.2	0.9	3.1	0	0	117	98
	TCHR	21.2	16.8	49.8	46.7	16.1	18.6	10.1	13.2	2.8	4.8	3	1	220	168
	PPS	19.6	17.0	57.7	46.1	14.1	23.4	8.6	12.1	0.0	1.4	0	0	163	141
10. BE DIRECTLY RESPONSIBLE FOR RATING TEACHER EFFICIENCY.	ADM	36.7	23.9	42.2	50.0	5.5	10.2	14.7	12.5	0.9	3.4	8	10	117	98
	TCHR	19.8	17.8	43.1	45.9	19.8	17.2	15.3	15.9	2.0	3.2	18	11	220	168
	PPS	36.4	25.4	40.3	38.1	9.7	14.2	13.6	18.7	0.0	3.7	9	7	163	141

THIS SUMMARY ANALYSIS IS FOR

ALL UNIVERSITIES

PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION

THE BIA ADMINISTRATOR SHOULD --	BRANCH	STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		ACTUAL COUNT OMIT		ACTUAL COUNT TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P--P		P---P	
11. TAKE ACTION TO ESTABLISH A CODE OF CONDUCT FOR THE TEACHER IN THE COMMUNITY.	ADM	19.3	17.3	46.5	41.8	15.8	16.3	15.8	21.4	2.6	3.1	3	0	117	98
	TCHR	13.0	7.8	35.8	36.7	22.3	23.5	20.0	22.3	8.8	9.6	5	2	220	168
	PPS	31.3	18.4	40.0	47.5	15.0	16.3	10.0	13.5	3.8	4.3	3	0	163	141
12. DEVELOP A CODE OF ETHICS FOR TEACHERS UNDER HIS DIRECTION.	ADM	21.4	18.6	48.2	41.2	12.5	15.5	14.3	18.6	3.6	6.2	5	1	117	98
	TCHR	17.2	12.6	36.7	36.5	18.6	22.8	22.3	21.0	5.1	7.2	5	1	220	168
	PPS	28.0	21.4	43.5	46.4	18.0	18.6	7.5	10.0	3.1	3.6	2	1	163	141
13. ESTABLISH THE OBJECTIVES OF THE SCHOOL.	ADM	40.0	33.0	47.0	48.5	5.2	7.2	6.1	9.3	1.7	2.1	2	1	117	98
	TCHR	34.6	29.3	47.0	44.9	10.6	9.0	7.4	14.4	0.5	2.4	3	1	220	168
	PPS	45.1	38.8	36.4	39.6	14.2	10.1	4.3	9.4	0.0	2.2	1	2	163	141
14. STATE THE OFFICIAL POLICY OF THE SCHOOL OR CENTRAL BIA EVEN IF IT DIFFERS FROM HIS OWN POINT OF VIEW.	ADM	31.3	23.5	47.8	53.1	14.8	13.3	4.3	7.1	1.7	3.1	2	0	117	98
	TCHR	30.1	25.0	39.4	38.7	21.8	20.2	6.0	9.5	2.8	6.5	4	0	220	168
	PPS	30.7	22.7	41.1	45.4	21.5	27.0	6.7	3.5	0.0	1.4	0	0	163	141
15. TAKE A DIRECT HAND IN TRAINING NEOPHYTE TEACHERS IN CLASSROOM TECHNIQUES FOR THE BIA SCHOOL.	ADM	20.0	25.5	55.7	45.9	12.2	22.4	10.4	4.1	1.7	2.0	2	0	117	98
	TCHR	19.0	19.5	45.8	50.0	21.3	17.7	13.0	11.6	0.9	1.2	4	4	220	168
	PPS	22.4	19.3	37.9	40.0	29.8	26.4	8.7	13.6	1.2	0.7	2	1	163	141
16. APPROVE THE CONTENT OF SCHOOL PUBLICATIONS.	ADM	20.9	20.6	48.7	46.4	13.0	20.6	14.8	10.3	2.6	2.1	2	1	117	98
	TCHR	13.8	13.7	53.5	48.8	17.1	17.3	12.0	17.3	3.7	3.0	3	0	220	168
	PPS	21.6	15.6	53.1	47.5	16.7	21.3	8.6	14.9	0.0	0.7	1	0	163	141
17. CONTROL THE AMOUNT OF OUT-OF-CLASS WORK GIVEN BY THE TEACHER TO THE STUDENTS AS AN ASSIGNMENT.	ADM	2.6	10.2	36.2	29.6	21.6	15.3	31.9	36.7	7.8	8.2	1	0	117	98
	TCHR	4.6	4.2	19.7	16.2	19.3	22.2	45.4	46.1	11.0	11.4	2	1	220	168
	PPS	13.5	10.7	31.9	22.9	21.5	21.4	30.7	37.9	2.5	7.1	0	1	163	141
18. DETERMINE WHETHER OR NOT A TEACHER MAY ENGAGE IN OUTSIDE EMPLOYMENT.	ADM	19.1	8.2	24.3	28.9	20.9	16.5	27.8	36.1	7.8	10.3	2	1	117	98
	TCHR	7.3	6.5	17.0	17.3	23.9	21.4	34.9	43.5	17.0	11.3	2	0	220	168
	PPS	13.6	10.9	23.5	16.7	27.2	26.8	30.9	34.8	4.9	10.9	1	3	163	141
19. ENCOURAGE PARENTAL PARTICIPATION IN BIA SCHOOL AFFAIRS.	ADM	62.6	63.5	32.2	33.3	4.3	3.1	0.9	0.0	0.0	0.0	2	2	117	98
	TCHR	52.3	58.1	39.9	36.5	6.0	4.2	1.8	1.2	0.0	0.0	2	1	220	168
	PPS	53.4	58.2	39.3	36.9	5.5	4.3	1.2	0.7	0.6	0.0	0	0	163	141
20. STRIVE FOR STRONGER RELATIONSHIPS WITH THE BIA CENTRAL AND AREA OFFICES.	ADM	45.6	40.8	38.6	46.9	12.3	6.1	3.5	6.1	0.0	0.0	3	0	117	98
	TCHR	42.2	42.5	39.4	38.3	15.1	15.6	2.8	2.4	0.5	1.2	2	1	220	168
	PPS	44.8	49.6	42.3	39.7	11.0	8.5	1.2	2.1	0.6	0.0	0	0	163	141

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ALL UNIVERSITIES

THE BIA ADMINISTRATOR SHOULD --	BRANCH	STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		ACTUAL COUNT OMIT		ACTUAL COUNT TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
21. PROVIDE FOR EXTENSION TRAINING OR OTHER CONTINUOUS EDUCATION FOR THE TEACHING STAFF.	ADM	54.3	49.0	38.8	44.9	3.4	5.1	1.7	1.0	1.7	0.0	1	0	117	98
	TCHR	40.6	53.0	46.5	39.3	7.8	5.4	4.1	1.8	0.9	0.6	3	0	220	168
	PPS	47.8	46.8	41.6	42.6	7.5	7.8	2.5	2.1	0.6	0.7	2	0	163	141
22. TAKE ACTION AGAINST A TEACHER WHO ENGAGES IN A POLITICAL CAMPAIGN.	ADM	10.6	12.2	18.6	14.3	28.3	21.4	29.2	36.7	13.3	15.3	4	0	117	98
	TCHR	7.9	6.5	12.1	10.7	30.7	24.4	33.5	39.3	15.8	19.0	5	0	220	168
	PPS	14.2	12.9	21.6	19.4	35.8	43.2	23.5	17.3	4.9	7.2	1	2	163	141
23. BE TOTALLY RESPONSIBLE FOR DEVELOPING THE TEACHING SCHEDULE.	ADM	6.0	6.2	22.4	21.6	9.5	16.5	53.4	45.4	8.6	10.3	1	1	117	98
	TCHR	6.5	6.0	18.1	10.7	10.2	15.5	53.2	48.8	12.0	19.0	4	0	220	168
	PPS	14.4	14.0	35.6	20.6	18.1	22.8	27.5	33.1	4.4	9.6	3	5	163	141
24. BE DIRECTLY INVOLVED IN CONFERRING WITH PARENTS.	ADM	30.4	34.7	50.4	50.0	6.1	10.2	11.3	5.1	1.7	0.0	2	0	117	98
	TCHR	26.7	25.7	50.2	51.5	12.9	13.8	9.7	8.4	0.5	0.6	3	1	220	168
	PPS	33.5	33.3	48.4	49.6	11.8	11.3	6.2	5.7	0.0	0.0	2	0	163	141
25. BE CONSTANTLY WORKING TO UPGRADE THE CURRICULUM.	ADM	59.1	63.3	35.7	31.6	1.7	5.1	1.7	0.0	1.7	0.0	2	0	117	98
	TCHR	50.5	61.1	44.0	33.5	4.1	3.6	1.4	1.8	0.0	0.0	2	1	220	168
	PPS	51.6	51.1	38.5	43.3	8.1	2.8	1.9	2.8	0.0	0.0	2	0	163	141
26. DEAL DIRECTLY WITH THE CLASSROOM PROBLEMS OF TEACHERS.	ADM	22.8	17.5	34.2	35.1	14.0	17.5	27.2	25.8	1.8	4.1	3	1	117	98
	TCHR	20.8	13.7	38.4	35.1	18.5	28.0	20.4	22.0	1.9	1.2	4	0	220	168
	PPS	22.8	15.0	45.7	38.6	17.3	26.4	13.6	17.9	0.6	2.1	1	1	163	141
27. BE DIRECTLY INVOLVED IN COUNSELING PUPILS.	ADM	9.6	16.3	45.2	38.8	13.0	22.4	28.7	17.3	3.5	5.1	2	0	117	98
	TCHR	14.4	10.8	40.5	41.3	19.1	19.8	24.2	24.6	1.9	3.6	5	1	220	168
	PPS	21.6	14.3	42.0	34.3	14.8	27.9	21.6	22.1	0.0	1.4	1	1	163	141
28. BE DIRECTLY INVOLVED IN CHECKING FOR HAZARDS OF PUPIL SAFETY.	ADM	47.4	43.9	41.4	45.9	1.7	6.1	7.8	3.1	1.7	1.0	1	0	117	98
	TCHR	36.9	39.5	48.4	50.3	6.0	2.4	8.8	7.2	0.0	0.6	3	1	220	168
	PPS	35.0	31.7	45.6	47.5	10.0	8.6	9.4	11.5	0.0	0.7	3	2	163	141
29. VISIT THE CLASSROOMS AND MAKE RECOMMENDATIONS TO THE TCHRS CONCERNING THEIR TEACHING METHODS AND BEHAVIOR.	ADM	35.7	32.7	47.0	39.8	4.3	14.3	12.2	11.2	0.9	2.0	2	0	117	98
	TCHR	24.2	28.6	46.9	47.0	13.7	12.5	12.3	10.1	2.8	1.8	9	0	220	168
	PPS	39.1	32.1	41.6	42.9	8.7	10.0	9.9	13.6	0.6	1.4	2	1	163	141
30. ITEM THIRTY WAS OMITTED IN THE INSTRUMENT AS FINALIZED.	ADM	10.4	0.0	50.7	0.0	11.9	0.0	20.9	0.0	6.0	0.0	50	98	117	98
	TCHR	11.8	0.0	41.2	0.0	26.5	100.0	14.7	0.0	5.9	0.0	**	**	220	168
	PPS	24.4	0.0	44.2	100.0	15.1	0.0	14.0	0.0	2.3	0.0	77	**	163	141

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ALL UNIVERSITIES

THE BIA ADMINISTRATOR SHOULD --	BRANCH	PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		ACTUAL COUNT OMIT		TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
31. BECOME INVOLVED WHERE DISAGREEMENTS BETWEEN TEACHERS AND PUPILS OCCUR.	ADM	13.9	20.4	37.4	43.9	14.8	14.3	32.2	17.3	1.7	4.1	2	0	117	98
	TCHR	16.3	13.2	32.1	31.7	20.9	26.9	24.7	24.0	6.0	4.2	5	1	220	168
	PPS	23.1	17.9	31.9	35.7	22.5	21.4	20.0	22.9	2.5	2.1	3	1	163	141
32. BE DIRECTLY RESPONSIBLE FOR HANDLING DISCIPLINARY CASES.	ADM	9.7	12.4	24.8	26.8	20.4	17.5	40.7	38.1	4.4	5.2	4	1	117	98
	TCHR	9.7	7.1	27.3	25.0	25.5	21.4	30.6	36.3	6.9	10.1	4	0	220	168
	PPS	14.8	13.6	30.9	29.3	22.8	24.3	27.2	27.9	4.3	5.0	1	1	163	141
33. BE DIRECTLY RESPONSIBLE FOR DEALING WITH DISAGREEMENTS AMONG PUPILS.	ADM	12.2	10.3	47.0	30.9	13.0	16.5	24.3	36.1	3.5	6.2	2	1	117	98
	TCHR	10.1	7.1	33.5	17.3	24.8	23.2	28.0	41.7	3.7	10.7	2	0	220	168
	PPS	19.9	9.2	36.6	29.1	17.4	23.4	22.4	31.9	3.7	6.4	2	0	163	141
34. BECOME INVOLVED WHERE DISAGREEMENTS AMONG TEACHERS OCCUR.	ADM	20.7	25.5	47.4	43.9	8.6	13.3	20.7	14.3	2.6	3.1	1	0	117	98
	TCHR	13.8	16.0	39.6	44.2	22.6	20.2	18.4	16.0	5.5	3.7	3	5	220	168
	PPS	14.8	16.4	43.2	49.3	22.8	19.3	16.7	13.6	2.5	1.4	1	1	163	141
35. BE DIRECTLY RESPONSIBLE FOR SUPERVISING THE CUSTODIAL STAFF.	ADM	16.4	23.7	37.9	41.2	10.3	15.5	31.9	18.6	3.4	1.0	1	1	117	98
	TCHR	13.3	21.1	35.8	41.0	17.9	12.7	28.4	21.1	4.6	4.2	2	2	220	168
	PPS	14.8	15.7	42.0	30.0	17.9	18.6	24.7	32.9	0.6	2.9	1	1	163	141
36. REQUIRE TEACHERS TO REPORT ON ALL PARENT CONFERENCES THEY HOLD.	ADM	17.4	11.2	33.9	36.7	13.0	18.4	28.7	29.6	7.0	4.1	2	0	117	98
	TCHR	11.0	5.4	29.4	26.9	26.1	24.6	29.4	37.1	4.1	6.0	2	1	220	168
	PPS	23.9	11.4	40.5	32.1	16.0	30.7	17.8	24.3	1.8	1.4	0	1	163	141
37. REQUIRE TEACHERS TO PREPARE LESSON PLANS FOR ALL THEIR CLASSES, WHICH MAY BE EXAMINED BY THE ADMINISTRATOR.	ADM	22.2	12.4	38.5	40.2	15.4	15.5	22.2	21.6	1.7	10.3	0	1	117	98
	TCHR	17.0	9.0	35.8	36.1	23.4	21.1	20.2	28.3	3.7	5.4	2	2	220	168
	PPS	22.1	16.4	47.2	41.4	16.6	20.0	12.3	20.0	1.8	2.1	0	1	163	141
38. DETERMINE THE OBJECTIVES OF THE SCHOOL GUIDANCE PROGRAM.	ADM	33.6	21.4	48.3	48.0	10.3	15.3	7.8	14.3	0.0	1.0	1	0	117	98
	TCHR	28.9	11.4	47.2	45.2	12.4	17.5	10.6	24.1	0.9	1.8	2	2	220	168
	PPS	28.6	18.8	52.8	43.5	11.2	15.2	6.8	22.5	0.6	0.0	2	3	163	141
39. PROVIDE TEACHERS WITH RESOURCES WHEREBY THEY MAY DISCOVER ANSWERS TO THEIR MAJOR TEACHING PROBLEMS.	ADM	60.7	41.8	38.5	48.0	0.9	7.1	0.0	2.0	0.0	1.0	0	0	117	98
	TCHR	47.9	50.9	47.9	45.5	2.7	1.8	1.4	0.6	0.0	1.2	1	1	220	168
	PPS	33.3	34.5	52.5	54.7	9.9	8.6	3.7	2.2	0.6	0.0	1	2	163	141
40. ALLOW TEACHERS TO MAKE THEIR OWN CONTRIBUTIONS TO THE LEARNING PROCESS OF THEIR PUPILS.	ADM	62.4	51.0	34.2	37.8	1.7	7.1	0.9	2.0	0.9	2.0	0	0	117	98
	TCHR	53.0	58.1	41.1	37.7	4.1	3.0	1.8	0.6	0.0	0.6	1	1	220	168
	PPS	43.8	40.7	46.3	51.4	7.4	6.4	2.5	1.4	0.0	0.0	1	1	163	141

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ALL UNIVERSITIES

THE BIA ADMINISTRATOR SHOULD --	BRANCH	PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION: STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		ACTUAL COUNT: OMIT		TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
41. MAKE EVERY STAFF MEETING A VALUABLE EDUCATIONAL ACTIVITY.	ADM	63.8	61.9	32.8	26.8	0.0	6.2	2.6	4.1	0.9	1.0	1	1	117	98
	TCHR	52.5	62.3	39.3	29.9	5.5	4.2	2.7	3.0	0.0	0.6	1	1	220	168
	PPS	34.4	51.4	51.5	40.7	12.3	7.1	1.8	0.7	0.0	0.0	0	1	163	141
42. WORK AT MAXIMIZING FACULTY SKILLS IN HIS SCHOOL.	ADM	58.1	56.1	39.3	38.8	1.7	4.1	0.9	0.0	0.0	1.0	0	0	117	98
	TCHR	44.5	53.9	45.4	42.5	8.3	3.0	1.4	0.0	0.5	0.6	2	1	220	168
	PPS	39.5	43.6	45.7	50.0	11.7	6.4	3.1	0.0	0.0	0.0	1	1	163	141
43. TAKE A STRONG AND OVERT INTEREST IN THE PROFESSIONAL DEVELOPMENT OF THE TEACHERS.	ADM	71.8	56.1	24.8	33.7	1.7	8.2	1.7	2.0	0.0	0.0	0	0	117	98
	TCHR	50.9	48.8	42.2	42.2	5.0	8.4	1.8	0.6	0.0	0.0	2	2	220	168
	PPS	44.2	41.0	49.7	48.2	4.3	9.4	1.8	1.4	0.0	0.0	0	2	163	141
44. WORK AT MAKING TEACHERS FEEL THEIR WORK IS OF GREAT IMPORTANCE.	ADM	69.2	70.4	30.8	27.6	0.0	2.0	0.0	0.0	0.0	0.0	0	0	117	98
	TCHR	56.0	67.7	40.8	30.5	3.2	1.2	0.0	0.6	0.0	0.0	2	1	220	168
	PPS	54.3	62.9	42.0	35.7	1.9	0.7	1.9	0.7	0.0	0.0	1	1	163	141
45. WORK AT GETTING TEACHERS TO UPGRADE THEIR CLASSROOM PERFORMANCE STANDARDS.	ADM	73.5	59.2	22.2	33.7	3.4	6.1	0.9	1.0	0.0	0.0	0	0	117	98
	TCHR	56.2	59.0	37.9	32.5	4.1	7.8	0.9	0.0	0.9	0.6	1	2	220	168
	PPS	46.6	54.3	44.7	39.3	5.0	6.4	3.7	0.0	0.0	0.0	2	1	163	141
46. BE AWARE OF AND CONSTANTLY WORKING TO IMPROVE TEACHER MORALE.	ADM	62.4	65.3	30.8	32.7	6.8	2.0	0.0	0.0	0.0	0.0	0	0	117	98
	TCHR	46.6	66.7	38.4	30.9	9.6	1.8	4.6	0.0	0.9	0.6	1	3	220	168
	PPS	40.1	53.6	46.3	38.6	9.9	6.4	3.7	1.4	0.0	0.0	1	1	163	141
47. REQUIRE THAT TCHRS PROVIDE OPPORTUNITIES FOR STUDENTS TO GO BEYOND MIN. REQUIREMENTS OF COURSE OBJECTIVES.	ADM	38.3	44.9	38.3	42.9	13.9	7.1	8.7	4.1	0.9	1.0	2	0	117	98
	TCHR	26.0	42.9	51.1	42.3	15.5	10.1	6.8	3.6	0.5	1.2	1	0	220	168
	PPS	32.7	36.4	47.8	45.7	15.1	12.9	4.4	4.3	0.0	0.7	4	1	163	141
48. REQUIRE THAT TEACHERS EXPERIMENT WITH NEW TEACHING METHODS IN THE CLASSROOM.	ADM	22.2	33.0	50.4	36.1	15.4	16.5	12.0	11.3	0.0	3.1	0	1	117	98
	TCHR	22.9	24.1	47.7	36.7	17.9	24.1	11.0	14.5	0.5	0.6	2	2	220	168
	PPS	29.0	38.6	48.1	40.0	17.3	14.3	5.6	6.4	0.0	0.7	1	1	163	141
49. TAKE AN ACTIVE INTEREST IN THE SOCIAL AND EMOTHIONAL PROBLEMS OF THE PUPILS.	ADM	51.3	29.6	44.4	57.1	3.4	10.2	0.0	3.1	0.9	0.0	0	0	117	98
	TCHR	39.9	26.2	49.1	59.5	6.9	8.3	3.7	4.8	0.5	1.2	2	0	220	168
	PPS	38.3	27.9	50.0	55.0	9.9	11.4	1.9	5.0	0.0	0.7	1	1	163	141
50. PROVIDE TEACHERS WITH A WE CONCEPT AS HE WORKS WITH THEM.	ADM	68.4	59.2	29.1	35.7	2.6	5.1	0.0	0.0	0.0	0.0	0	0	117	98
	TCHR	47.7	60.5	48.2	37.1	3.2	1.8	0.9	0.6	0.0	0.0	2	1	220	168
	PPS	41.6	50.7	49.1	40.6	7.5	8.0	1.9	0.7	0.0	0.0	2	3	163	141

THIS SUMMARY ANALYSIS IS FOR

ALL UNIVERSITIES

THE BIA ADMINISTRATOR SHOULD --	BRANCH	PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION										ACTUAL COUNT			
		STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		OMIT		TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
51. INVOLVE TOTAL FACULTY AND STAFF IN EVALUATION OF THE SCHOOL AND ITS PROGRAM.	ADM	64.1	62.9	33.3	34.0	1.7	3.1	0.9	0.0	0.0	0.0	0	1	117	98
	TCHR	50.5	65.5	43.1	32.7	6.4	1.2	0.0	0.0	0.0	0.6	2	0	220	168
	PPS	42.0	57.9	48.1	35.7	6.8	6.4	3.1	0.0	0.0	0.0	1	1	163	141
52. INVOLVE TEACHERS IN A CONSTANT SELF-EVALUATION AND SELF-IMPROVEMENT PROGRAM.	ADM	31.6	57.1	30.8	35.7	17.1	5.1	16.2	2.0	4.3	0.0	0	0	117	98
	TCHR	29.4	59.5	35.3	33.3	18.3	4.8	13.8	1.8	3.2	0.6	2	0	220	168
	PPS	26.5	48.9	38.9	43.9	17.9	5.8	16.0	1.4	0.6	0.0	1	2	163	141
53. DISCOURAGE TEACHERS FROM TREATING HIM AS ONE OF THE GANG .	ADM	9.5	10.2	25.0	26.5	25.9	23.5	31.0	32.7	8.6	7.1	1	0	117	98
	TCHR	11.1	10.8	24.4	28.1	30.0	29.9	27.2	23.4	7.4	7.8	3	1	220	168
	PPS	11.1	13.6	21.0	26.4	27.2	34.3	31.5	20.7	9.3	5.0	1	1	163	141
54. ENCOURAGE TEACHERS TO CALL HIM BY HIS FIRST NAME.	ADM	6.0	13.4	41.4	21.6	17.2	26.8	30.2	28.9	5.2	9.3	1	1	117	98
	TCHR	8.3	4.8	19.0	16.8	29.2	25.7	36.1	40.1	7.4	12.6	4	1	220	168
	PPS	9.9	5.8	29.6	23.0	24.1	27.3	29.6	36.7	6.8	7.2	1	2	163	141
55. ENGAGE FREQUENTLY IN SOCIAL RELATIONSHIPS WITH HIS TEACHERS.	ADM	10.4	11.2	42.6	51.0	20.0	26.5	20.9	8.2	6.1	3.1	2	0	117	98
	TCHR	12.0	10.7	41.9	45.2	28.1	24.4	15.2	17.3	2.8	2.4	3	0	220	168
	PPS	17.3	15.8	42.0	39.6	24.7	28.1	14.2	15.8	1.9	0.7	1	2	163	141
56. INSIST THAT TEACHERS SHOW DUE RESPECT FOR HIS POSITION.	ADM	7.9	14.3	32.5	28.6	21.9	22.4	33.3	26.5	4.4	8.2	3	0	117	98
	TCHR	12.4	9.6	32.6	41.3	25.2	18.0	24.3	25.7	5.5	5.4	2	1	220	168
	PPS	9.9	16.4	31.7	39.3	16.1	24.3	30.4	17.9	11.8	2.1	2	1	163	141
57. SIDE WITH THE TEACHER IN TEACHER-STUDENT DISPUTES EVEN IF HE FEELS THE TEACHER IS IN ERROR.	ADM	12.2	5.1	42.6	26.5	18.3	26.5	22.6	31.6	4.3	10.2	2	0	117	98
	TCHR	9.3	8.4	29.4	24.0	29.4	29.9	26.6	29.9	5.1	7.8	6	1	220	168
	PPS	6.2	6.4	24.1	19.3	30.2	31.4	32.1	29.3	7.4	13.6	1	1	163	141
58. INSIST THAT STUDENTS ACCEPT TEACHERS INSTRUCTIONS FIRST AND COMPLAIN ABOUT THEM LATER.	ADM	25.9	8.3	51.7	32.3	12.1	27.1	8.6	27.1	1.7	5.2	1	2	117	98
	TCHR	16.6	6.6	44.2	29.5	22.1	31.9	14.3	24.7	2.8	7.2	3	2	220	168
	PPS	19.8	7.1	46.9	23.4	16.0	36.9	14.8	29.1	2.5	3.5	1	0	163	141
59. PROVIDE DIRECT LEADERSHIP TO THE SCHOOLS' INSTRUCTIONAL PROGRAM.	ADM	36.2	41.2	49.1	46.4	8.6	12.4	4.3	0.0	1.7	0.0	1	1	117	98
	TCHR	26.9	28.7	59.7	56.3	7.9	12.0	5.6	2.4	0.0	0.6	4	1	220	168
	PPS	21.6	20.9	56.8	59.0	16.0	15.8	4.9	4.3	0.6	0.0	1	2	163	141
60. BE CONSISTENTLY INVOLVED IN COMMUNICATING THE OBJECTIVES OF THE SCHOOL TO THE PUPILS.	ADM	30.2	35.4	51.7	42.7	11.2	14.6	5.2	7.3	1.7	0.0	1	2	117	98
	TCHR	21.5	23.6	56.5	60.0	15.0	10.9	7.0	5.5	0.0	0.0	6	3	220	168
	PPS	18.4	20.6	58.9	54.6	16.0	17.0	6.1	7.8	0.6	0.0	0	0	163	141

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ALL UNIVERSITIES

THE BIA ADMINISTRATOR SHOULD --	BRANCH	PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		ACTUAL COUNT OMIT		TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
61. ITEM SIXTY WAS REPEATED IN THE INSTRUMENT AS FINALIZED.	ADM	43.6	33.7	46.2	44.2	6.0	13.7	3.4	8.4	0.9	0.0	0	3	117	98
	TCHR	28.8	25.8	57.5	57.1	9.4	11.0	4.2	6.1	0.0	0.0	8	5	220	168
	PPS	28.9	19.7	57.2	54.0	7.5	17.5	6.3	8.8	0.0	0.0	4	4	163	141
62. BE CONSISTENTLY INVOLVED IN COMMUNICATING THE OBJECTIVES OF THE SCHOOL TO THE COMMUNITY.	ADM	50.0	49.0	41.4	44.8	3.4	5.2	5.2	1.0	0.0	0.0	1	2	117	98
	TCHR	44.4	41.5	45.8	53.0	6.0	3.7	3.2	1.8	0.5	0.0	4	4	220	168
	PPS	31.3	33.8	44.8	55.4	14.1	7.9	8.6	2.9	1.2	0.0	0	2	163	141
63. ELIMINATE RED TAPE WHEN FAST ACTION IS REQUIRED.	ADM	52.1	43.3	38.5	41.2	6.8	12.4	2.6	1.0	0.0	2.1	0	1	117	98
	TCHR	46.5	59.9	43.7	32.3	7.0	4.8	2.3	1.8	0.5	1.2	5	1	220	168
	PPS	38.7	44.7	46.6	30.5	11.0	19.1	3.7	5.0	0.0	0.7	0	0	163	141
64. ESTABLISH AND TAKE PART IN AN ONGOING IN-SERVICE TRAINING FOR TEACHERS.	ADM	37.9	57.7	44.0	38.1	6.9	4.1	11.2	0.0	0.0	0.0	1	1	117	98
	TCHR	27.6	46.7	43.5	46.1	17.3	6.6	10.7	0.6	0.9	0.0	6	1	220	168
	PPS	29.4	39.7	46.6	51.1	17.2	8.5	6.7	0.7	0.0	0.0	0	0	163	141
65. REGULARLY CHECK GRADE REPORTS.	ADM	41.7	20.8	39.1	43.8	11.3	14.6	6.1	16.7	1.7	4.2	2	2	117	98
	TCHR	25.5	12.6	43.1	41.3	15.7	27.5	13.9	12.6	1.9	6.0	4	1	220	168
	PPS	30.7	13.5	47.2	44.7	16.0	24.1	6.1	17.0	0.0	0.7	0	0	163	141
66. MAKE CERTAIN THAT MERIT REWARDS ARE GIVEN TO TCHRS WHO DO AN OUTSTANDING JOB--PROMOTIONS, INCREASES, RECOGNI.	ADM	62.1	49.0	31.9	40.6	3.4	8.3	0.0	2.1	2.6	0.0	1	2	117	98
	TCHR	47.9	44.6	34.4	37.3	12.1	13.3	3.3	4.2	2.3	0.6	5	2	220	168
	PPS	47.9	50.0	44.8	36.4	6.7	10.7	0.6	2.9	0.0	0.0	0	1	163	141
67. ENCOURAGE TWO-WAY COMMUNICATION IN STAFF MEETINGS.	ADM	76.9	69.1	23.1	26.8	0.0	4.1	0.0	0.0	0.0	0.0	0	1	117	98
	TCHR	60.4	63.9	35.9	34.3	3.2	1.2	0.5	0.0	0.0	0.6	3	2	220	168
	PPS	58.9	66.4	36.2	29.3	4.3	3.6	0.6	0.7	0.0	0.0	0	1	163	141
68. WORK TO ENCOURAGE PARENTAL COOPERATION WITH THE SCHOOL.	ADM	73.3	75.3	25.0	22.7	1.7	2.1	0.0	0.0	0.0	0.0	1	1	117	98
	TCHR	59.3	66.3	36.1	30.7	4.6	3.0	0.0	0.0	0.0	0.0	4	2	220	168
	PPS	48.8	58.9	48.8	39.7	1.9	1.4	0.6	0.0	0.0	0.0	1	0	163	141
69. VISIT WITH EACH NEW TEACHER CONCERNING BIA REGULATIONS WHICH AFFECT HIS JOB.	ADM	53.0	59.8	41.0	34.0	5.1	5.2	0.9	1.0	0.0	0.0	0	1	117	98
	TCHR	51.2	59.3	41.5	35.9	5.5	3.0	1.8	1.2	0.0	0.6	3	1	220	168
	PPS	39.9	54.6	49.7	40.4	6.1	3.5	3.7	1.4	0.6	0.0	0	0	163	141
70. BE DIRECTLY INVOLVED IN HELPING NEW TEACHERS GET TO KNOW OTHER TEACHERS.	ADM	30.8	52.0	52.1	39.8	12.0	5.1	4.3	3.1	0.9	0.0	0	0	117	98
	TCHR	31.3	49.7	46.1	42.5	8.8	4.8	13.4	3.0	0.5	0.0	3	1	220	168
	PPS	35.0	41.8	40.5	48.9	14.7	5.7	8.6	3.5	1.2	0.0	0	0	163	141

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ALL UNIVERSITIES

THE BIA ADMINISTRATOR SHOULD --	BRANCH	PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION										ACTUAL COUNT			
		STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		OMIT		TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
71. BE DIRECTLY INVOLVED IN HELPING NEW TEACHERS GET TO KNOW PUPILS.	ADM	30.8	36.7	53.0	41.8	8.5	6.1	7.7	14.3	0.0	1.0	0	0	117	98
	TCHR	22.7	27.5	50.9	40.1	15.7	15.6	10.6	16.2	0.0	0.6	4	1	220	168
	PPS	26.4	24.8	52.1	42.6	14.1	16.3	7.4	16.3	0.0	0.0	0	0	163	141
72. BE ACTIVE IN ESTABLISHING COMMITTEES AND THEN WORK WITH THEM ON PROBLEMS.	ADM	40.9	39.8	50.4	50.0	7.0	7.1	1.7	3.1	0.0	0.0	2	0	117	98
	TCHR	29.5	28.7	55.3	57.5	11.5	10.8	3.7	1.8	0.0	1.2	3	1	220	168
	PPS	30.9	27.1	52.5	56.4	14.2	14.3	2.5	0.7	0.0	1.4	1	1	163	141
73. ACT AS A COUNSELOR TO FACULTY IN SUCH A MANNER THAT THEY HAVE NO FEAR OF RECRIMINATION.	ADM	47.9	52.0	47.9	40.8	2.6	6.1	1.7	1.0	0.0	0.0	0	0	117	98
	TCHR	35.3	47.6	55.0	44.6	8.7	6.6	0.9	0.6	0.0	0.6	2	2	220	168
	PPS	27.6	42.6	54.6	46.1	14.7	7.8	3.1	2.8	0.0	0.7	0	0	163	141
74. STIMULATE TEACHERS TO IMPROVE AND THEN OVERTLY RECOGNIZE THAT IMPROVEMENT.	ADM	47.0	56.1	48.7	38.8	3.4	5.1	0.9	0.0	0.0	0.0	0	0	117	98
	TCHR	42.9	51.5	50.7	43.1	4.6	4.8	1.4	0.6	0.5	0.0	3	1	220	168
	PPS	29.4	35.0	47.2	52.1	19.6	10.7	3.7	2.1	0.0	0.0	0	1	163	141
75. CONSULT WITH A TEACHER IF A DECISION WILL AFFECT HIM.	ADM	48.7	57.7	44.4	34.0	5.1	6.2	1.7	2.1	0.0	0.0	0	1	117	98
	TCHR	45.4	64.7	46.8	32.9	6.5	1.8	1.4	0.6	0.0	0.0	4	1	220	168
	PPS	30.7	47.1	54.0	43.6	12.3	7.1	2.5	2.1	0.6	0.0	0	1	163	141
76. SET SPECIFIC TIME ASIDE FOR CONSULTATION, AND THEN ENCOURAGE TEACHERS TO COME IN.	ADM	43.6	39.8	50.4	43.9	2.6	8.2	3.4	7.1	0.0	1.0	0	0	117	98
	TCHR	34.9	50.9	54.0	37.1	7.0	7.8	3.7	3.6	0.5	0.6	5	1	220	168
	PPS	27.0	34.3	55.8	50.7	11.0	12.9	6.1	2.1	0.0	0.0	0	1	163	141
77. WORK WITH PROFESSIONAL ORGANIZATIONS IN SEARCHING FOR CURRICULUM HELPS.	ADM	35.9	53.6	47.9	41.2	9.4	5.2	6.0	0.0	0.9	0.0	0	1	117	98
	TCHR	30.9	53.3	56.7	43.7	9.2	3.0	2.8	0.0	0.5	0.0	3	1	220	168
	PPS	31.3	42.1	56.4	47.1	9.2	9.3	2.5	1.4	0.6	0.0	0	1	163	141
78. MEET REGULARLY WITH SCHOOL COUNSELORS ON STUDENT SCORES AND RESULTS OF THE TESTING PROGRAM.	ADM	25.0	32.0	55.2	53.6	14.7	11.3	4.3	2.1	0.9	1.0	1	1	117	98
	TCHR	20.2	34.1	53.2	43.7	20.6	15.6	5.5	4.8	0.5	1.8	2	1	220	168
	PPS	25.2	27.1	55.2	51.4	12.3	18.6	7.4	2.9	0.0	0.0	0	1	163	141
79. GET REGULAR REPORTS FROM COUNSELORS ON STUDENT SCORES AND RESULTS OF THE TESTING PROGRAM.	ADM	44.8	29.6	48.3	54.1	3.4	12.2	3.4	3.1	0.0	1.0	1	0	117	98
	TCHR	35.5	32.3	52.1	49.1	8.3	12.0	4.1	5.4	0.0	1.2	3	1	220	168
	PPS	34.0	24.5	52.8	56.1	8.8	15.8	4.4	3.6	0.0	0.0	4	2	163	141
80. KEEP THE FACULTY INFORMED CONCERNING EQUIPMENT AND SUPPLIES BUDGETS SO THEY CAN MAKE THE MOST OF IT.	ADM	49.6	52.0	39.1	41.8	7.0	6.1	3.5	0.0	0.9	0.0	2	0	117	98
	TCHR	43.8	59.9	41.0	38.3	9.7	1.8	4.6	0.0	0.9	0.0	3	1	220	168
	PPS	35.2	53.6	48.4	42.1	8.9	3.6	6.9	0.7	0.6	0.0	4	1	163	141

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PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION

THE BIA ADMINISTRATOR SHOULD --	BRANCH	STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		ACTUAL COUNT OMIT		ACTUAL COUNT TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P--P		P---P	
81. PERSONALLY INTERVIEW AND HIRE APPLICANTS FOR TEACHING AND PUPIL-PERSONNEL POSITIONS.	ADM	30.8	45.9	44.4	38.8	9.4	11.2	15.4	3.1	0.0	1.0	0	0	117	98
	TCHR	29.3	43.1	46.5	37.1	18.6	15.0	4.7	4.8	0.9	0.0	5	1	220	168
	PPS	27.8	36.7	49.4	43.2	14.6	12.2	7.6	7.2	0.6	0.7	5	2	163	141
82. REQUEST REGULAR MEETINGS WITH THE ASSISTANT AREA DIRECTOR FOR EDUCATION.	ADM	33.3	25.5	51.3	46.9	9.4	18.4	5.1	8.2	0.9	1.0	0	0	117	98
	TCHR	24.7	31.0	48.4	43.5	23.3	20.8	3.7	3.6	0.0	1.2	5	0	220	168
	PPS	27.2	32.4	49.4	44.6	18.4	20.1	3.8	2.9	1.3	0.0	5	2	163	141
83. BE INVOLVED IN POLICY MAKING CONCERNING PROMOTIONS IN THE BIA SCHOOL IN WHICH HE SERVES.	ADM	41.4	39.8	44.8	51.0	7.8	8.2	6.0	1.0	0.0	0.0	1	0	117	98
	TCHR	22.3	36.3	48.8	51.2	19.1	11.9	8.8	0.6	0.9	0.0	5	0	220	168
	PPS	36.5	38.6	45.9	46.4	11.9	12.1	4.4	2.1	1.3	0.7	4	1	163	141
84. BE RESPONSIBLE FOR MAKING FINAL RECOMMENDATIONS CONCERNING PROMOTIONS IN HIS SCHOOL.	ADM	33.3	35.7	40.2	45.9	16.2	10.2	10.3	6.1	0.0	2.0	0	0	117	98
	TCHR	19.6	24.4	43.5	40.5	23.4	25.0	11.7	8.3	1.9	1.8	6	0	220	168
	PPS	28.3	29.7	37.7	40.6	25.2	21.0	8.2	8.7	0.6	0.0	4	3	163	141
85. RECOMMEND THE ISSUANCE OF A CONTRACT TO BIA SCHOOL EMPLOYEES.	ADM	34.2	31.6	32.5	44.9	23.1	15.3	7.7	6.1	2.6	2.0	0	0	117	98
	TCHR	16.8	23.5	35.0	41.0	30.8	24.7	14.0	6.0	3.3	4.8	6	2	220	168
	PPS	17.6	18.7	30.2	37.4	34.6	33.8	14.5	8.6	3.1	1.4	4	2	163	141
86. RECOMMEND SOME BIA SCHOOL EMPLOYEES FOR 9-MONTH RATHER THAN 12-MONTH CONTRACTS.	ADM	23.1	32.7	25.6	25.5	21.4	19.4	24.8	16.3	5.1	6.1	0	0	117	98
	TCHR	21.4	29.9	30.7	37.7	26.5	18.6	16.7	7.2	4.7	6.6	5	1	220	168
	PPS	15.3	26.1	32.5	25.4	31.8	27.5	17.8	14.5	2.5	6.5	6	3	163	141
87. BE RESPONSIBLE FOR MAKING ALL ASSIGNMENTS WITHIN HIS SCHOOL.	ADM	31.6	21.4	47.9	35.7	8.5	16.3	11.1	21.4	0.9	5.1	0	0	117	98
	TCHR	24.4	13.9	43.7	32.5	16.9	30.1	13.6	20.5	1.4	3.0	7	2	220	168
	PPS	20.4	13.7	37.6	33.1	22.3	26.6	18.5	21.6	1.3	5.0	6	2	163	141
88. SUPPORT THE RIGHT OF PROFESSIONAL STAFF TO NEGOTIATE RIGHTS AND GRIEVANCES WITH BIA OFFICIALS.	ADM	16.4	43.9	26.7	44.9	22.4	10.2	23.3	1.0	11.2	0.0	1	0	117	98
	TCHR	22.0	40.5	43.0	47.0	19.6	11.3	11.7	1.2	3.7	0.0	6	0	220	168
	PPS	26.3	38.8	40.4	44.6	19.9	14.4	10.9	0.7	2.6	1.4	7	2	163	141
89. SUPPORT THE RIGHT OF PROFESSIONAL STAFF TO STRIKE FOR BENEFITS AND IMPROVED EDUCATIONAL PROVISIONS.	ADM	6.0	17.5	25.0	21.6	31.0	21.6	22.4	26.8	15.5	12.4	1	1	117	98
	TCHR	8.9	11.3	29.1	20.8	27.7	31.0	24.4	23.2	9.9	13.7	7	0	220	168
	PPS	14.0	17.4	32.5	26.1	31.2	31.2	16.6	18.1	5.7	7.2	6	3	163	141
90. UTILIZE BEHAVIORAL OBJECTIVES DEVELOPED FOR STUDENT PERFORMANCE IN EVALUATING TEACHERS.	ADM	17.9	21.6	47.9	43.3	17.1	16.5	12.0	17.5	5.1	1.0	0	1	117	98
	TCHR	13.1	14.3	40.4	36.9	30.0	33.3	12.7	11.9	3.8	3.6	7	0	220	168
	PPS	15.2	15.1	44.9	41.0	25.3	31.7	13.9	10.8	0.6	1.4	5	2	163	141

THIS SUMMARY ANALYSIS IS FOR ALL UNIVERSITIES	BRANCH	PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION										ACTUAL COUNT			
		STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		OMIT		TOTAL	
THE BIA ADMINISTRATOR SHOULD --		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
91. IN REQUESTING FACULTY AND STAFF, SET MINIMAL REQUIREMENTS IN TERMS OF EDUC. PREPARATION AND BACKGROUND.	ADM	33.3	28.6	52.9	41.8	7.8	15.3	0.0	11.2	5.9	3.1	66	0	117	98
	TCHR	17.2	20.2	50.0	50.0	17.2	14.9	13.1	10.1	2.5	4.8	98	0	220	168
	PPS	22.5	16.7	43.8	52.9	23.8	19.6	8.8	9.4	1.3	1.4	83	3	163	141

THIS SUMMARY ANALYSIS IS FOR

ALL UNIVERSITIES

PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION

THE BIA TEACHER SHOULD --	BRANCH	STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		ACTUAL COUNT OMIT		ACTUAL COUNT TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
1. BE GIVEN AUTHORITY FOR CLASSROOM DISCIPLINE.	ADM	62.7	65.5	30.9	33.3	2.7	1.1	3.6	0.0	0.0	0.0	1	0	111	87
	TCHR	65.3	50.5	32.0	46.2	1.8	2.2	0.9	0.5	0.0	0.5	2	0	224	182
	PPS	56.6	49.6	34.9	46.2	5.3	1.7	3.3	2.5	0.0	0.0	0	0	152	119
2. BE EXPECTED TO HANDLE CLASSROOM DISCIPLINE.	ADM	61.3	65.5	36.0	34.5	2.7	0.0	0.0	0.0	0.0	0.0	0	0	111	87
	TCHR	62.9	48.4	33.5	46.2	2.2	3.3	0.9	1.6	0.4	0.5	0	0	224	192
	PPS	52.0	45.4	44.7	49.6	0.7	2.5	2.0	2.5	0.7	0.0	0	0	152	119
3. INVOLVE STUDENTS IN CLASSROOM SELECTION OF PROBLEMS TO STUDY.	ADM	45.9	62.1	46.8	34.5	4.5	3.4	2.7	0.0	0.0	0.0	0	0	111	87
	TCHR	46.4	45.6	45.9	50.5	5.4	3.8	2.3	0.0	0.0	0.0	2	0	224	182
	PPS	29.8	36.4	53.6	54.2	10.6	8.5	6.0	0.8	0.0	0.0	1	1	152	119
4. INVOLVE STUDENTS IN COURSE OUTLINE PLANNING.	ADM	27.3	46.0	50.9	36.8	9.1	8.0	10.9	9.2	1.8	0.0	1	0	111	87
	TCHR	26.4	33.7	50.0	49.7	15.5	11.0	7.3	5.5	0.9	0.0	4	1	224	182
	PPS	23.0	23.9	46.7	55.6	19.7	15.4	10.5	5.1	0.0	0.0	0	2	152	119
5. UTILIZE AVAILABLE COMMUNITY RESOURCES IN TEACHING.	ADM	67.3	72.4	30.9	26.4	0.9	1.1	0.9	0.0	0.0	0.0	1	0	111	87
	TCHR	67.7	65.7	30.9	33.1	0.9	1.1	0.4	0.0	0.0	0.0	1	1	224	182
	PPS	43.3	50.4	46.7	40.3	9.3	9.2	0.7	0.0	0.0	0.0	2	0	152	119
6. DEVELOP A SEPARATE COURSE OUTLINE FOR EACH CLASS TAUGHT.	ADM	30.0	35.7	45.5	45.2	13.6	15.5	10.9	3.6	0.0	0.0	1	3	111	87
	TCHR	22.2	24.2	44.3	44.0	21.3	21.4	10.4	9.9	1.8	0.5	3	0	224	182
	PPS	15.8	31.4	49.3	39.8	28.3	27.1	6.6	1.7	0.0	0.0	0	1	152	119
7. USE SLIDES, CHARTS, FILMS AND OTHER VISUAL AND AUDIO AIDS IN TEACHING.	ADM	79.1	70.9	18.2	27.9	2.7	1.2	0.0	0.0	0.0	0.0	1	1	111	87
	TCHR	78.6	76.9	21.0	22.5	0.4	0.5	0.0	0.0	0.0	0.0	0	0	224	182
	PPS	55.9	60.2	40.8	37.3	2.0	2.5	0.7	0.0	0.7	0.0	0	1	152	119
8. PROVIDE INSTRUCTION IN READING, WRITING, LISTENING AND SPEAKING REGARDLESS OF SUBJECT TAUGHT.	ADM	68.2	69.8	26.4	26.7	5.5	2.3	0.0	1.2	0.0	0.0	1	1	111	87
	TCHR	60.7	61.0	31.3	33.0	5.4	3.3	0.9	2.2	1.8	0.5	0	0	224	182
	PPS	50.0	49.6	42.1	42.9	5.3	5.0	2.0	2.5	0.7	0.0	0	0	152	119
9. USE PUPIL RECORDS TO DETERMINE STUDENT NEEDS BEFORE COURSE IS CONSTRUCTED.	ADM	41.4	40.7	43.2	43.0	7.2	11.6	5.4	3.5	2.7	1.2	0	1	111	87
	TCHR	35.9	31.9	42.6	41.8	14.3	15.9	6.3	8.2	0.9	2.2	1	0	224	182
	PPS	34.9	31.9	44.7	47.1	12.5	12.6	6.6	8.4	1.3	0.0	0	0	152	119
10. USE INFORMATION ABOUT STUDENT INTERESTS AND APTITUDE TO HELP PROMOTE LEARNING.	ADM	59.5	57.0	38.7	40.7	0.9	2.3	0.9	0.0	0.0	0.0	0	1	111	87
	TCHR	54.0	54.1	43.8	40.9	0.9	3.3	1.3	1.1	0.0	0.6	0	1	224	182
	PPS	40.4	39.8	53.0	55.1	6.0	1.7	0.7	3.4	0.0	0.0	1	1	152	119

THIS SUMMARY ANALYSIS IS FOR

ALL UNIVERSITIES

THE BIA TEACHER SHOULD --	BRANCH	STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		ACTUAL COUNT OMIT		ACTUAL COUNT TOTAL	
		PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION													
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
11. SELECT AND USE STANDARDIZED TESTS IN MEASURING STUDENT ATTITUDES, KNOWLEDGE AND RESPONSE TO HIS TEACHING.	ADM	28.8	27.6	53.2	44.8	9.9	14.9	6.3	8.0	1.8	4.6	0	0	111	87
	TCHR	25.2	21.0	44.1	47.5	15.8	16.6	12.2	12.2	2.7	2.8	2	1	224	182
	PPS	25.0	22.7	51.3	55.5	15.1	12.6	7.2	9.2	1.3	0.0	0	0	152	119
12. STUDY AND UTILIZE THE RESULTS OF INTEREST INVENTORIES IN TEACHING.	ADM	33.3	41.4	56.8	50.6	7.2	5.7	1.8	2.3	0.9	0.0	0	0	111	87
	TCHR	32.0	30.4	56.8	63.0	8.6	6.1	2.7	0.6	0.0	0.0	2	1	224	182
	PPS	22.4	30.3	55.9	59.7	21.1	9.2	0.0	0.8	0.7	0.0	0	0	152	119
13. CONTRIBUTE ANECDOTAL REPORTS OF STUDENT BEHAVIOR TO THE SCHOOL CUMULATIVE RECORD.	ADM	43.6	34.9	40.0	41.9	10.0	14.0	6.4	5.8	0.0	3.5	1	1	111	87
	TCHR	24.3	24.6	46.8	49.7	16.1	16.8	10.6	6.7	2.3	2.2	6	3	224	182
	PPS	29.1	35.9	53.0	47.0	13.2	14.5	4.0	1.7	0.7	0.9	1	2	152	119
14. HELP OR OBTAIN HELP FOR THE STUDENT HAVING DIFFICULTY WITH HIS STUDIES.	ADM	72.1	65.5	26.1	33.3	0.9	1.1	0.9	0.0	0.0	0.0	0	0	111	87
	TCHR	69.7	67.4	29.0	32.6	1.4	0.0	0.0	0.0	0.0	0.0	3	1	224	182
	PPS	61.8	69.0	37.5	30.2	0.0	0.9	0.0	0.0	0.7	0.0	0	3	152	119
15. PROVIDE INFO. TO STUDENTS CONCERNING THEIR ABILITIES, PERSONALITIES, ETC. AS REVEALED BY THE TESTING PROGRAM.	ADM	36.9	37.2	39.6	46.5	9.9	5.8	13.5	8.1	0.0	2.3	0	1	111	87
	TCHR	29.7	30.9	38.8	43.1	18.3	16.6	11.0	7.7	2.3	1.7	5	1	224	182
	PPS	35.5	39.5	46.7	42.0	9.9	12.6	7.2	5.0	0.7	0.8	0	0	152	119
16. PROVIDE HOW TO STUDY INFORMATION IN ALL CLASSES REGARDLESS OF SUBJECT.	ADM	59.1	54.0	35.5	44.8	3.6	1.1	1.8	0.0	0.0	0.0	1	0	111	87
	TCHR	47.7	48.6	43.2	43.6	7.2	6.1	1.4	1.1	0.5	0.6	2	1	224	182
	PPS	45.4	45.4	46.7	47.9	5.9	5.9	2.0	0.8	0.0	0.0	0	0	152	119
17. RELATE MATERIAL PRESENTED IN CLASS TO THE IMMEDIATE NEEDS OF THE INDIAN CHILD.	ADM	68.5	60.5	27.9	38.4	2.7	0.0	0.9	1.2	0.0	0.0	0	1	111	87
	TCHR	59.2	65.0	35.4	28.9	4.0	5.0	1.3	1.1	0.0	0.0	1	2	224	182
	PPS	41.3	49.6	50.7	47.9	6.0	1.7	2.0	0.8	0.0	0.0	2	0	152	119
18. KEEP CONSTANTLY ABREAST OF CHANGING TRENDS IN EACH FIELD OF STUDY IN WHICH HE IS TEACHING.	ADM	76.6	74.7	20.7	25.3	0.9	0.0	1.8	0.0	0.0	0.0	0	0	111	87
	TCHR	64.3	67.8	32.1	30.0	2.3	1.7	1.4	0.6	0.0	0.0	3	2	224	182
	PPS	42.8	58.0	44.1	37.8	11.2	4.2	2.0	0.0	0.0	0.0	0	0	152	119
19. PROVIDE EACH CLASS WITH WRITTEN COURSE OBJECTIVES.	ADM	27.0	31.0	46.8	46.0	21.6	13.8	4.5	6.9	0.0	2.3	0	0	111	87
	TCHR	22.4	23.8	37.9	43.1	28.3	20.4	10.0	12.2	1.4	0.6	5	1	224	182
	PPS	21.7	29.4	52.6	42.0	21.1	23.5	3.3	5.0	1.3	0.0	0	0	152	119
20. PROVIDE EACH CLASS WITH RULES AND PROCEDURES TO BE FOLLOWED.	ADM	33.9	27.6	52.3	44.8	10.1	14.9	3.7	9.2	0.0	3.4	2	0	111	87
	TCHR	34.7	18.8	42.8	50.8	13.1	16.0	9.5	11.6	0.0	2.8	2	1	224	182
	PPS	29.1	26.3	50.3	48.3	9.3	17.8	11.3	6.8	0.0	0.8	1	1	152	119

THIS SUMMARY ANALYSIS IS FOR

ALL UNIVERSITIES

PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION

THE BIA TEACHER SHOULD --	BRANCH	STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		ACTUAL COUNT OMIT		ACTUAL COUNT TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
21. DEVELOP A SYSTEM OF REWARDS FOR STUDENTS TO IMPROVE MOTIVATION.	ADM	26.6	36.8	41.3	40.2	22.0	18.4	7.3	4.6	2.8	0.0	2	0	111	87
	TCHR	17.9	27.1	40.8	44.2	28.3	24.3	11.7	4.4	1.3	0.0	1	1	224	182
	PPS	31.6	42.0	49.3	44.5	11.8	11.8	7.2	1.7	0.0	0.0	0	0	152	119
22. UTILIZE NEW TECHNIQUES IN TEACHING WHENEVER OLD METHODS SEEM TO BE INEFFECTIVE.	ADM	73.9	72.4	24.3	26.4	1.8	1.1	0.0	0.0	0.0	0.0	0	0	111	87
	TCHR	71.3	72.9	27.8	26.5	0.4	0.6	0.4	0.0	0.0	0.0	1	1	224	182
	PPS	49.0	60.5	44.4	36.1	5.3	2.5	1.3	0.8	0.0	0.0	1	0	152	119
23. DRESS NEATLY AND CLEANLY AT ALL TIMES.	ADM	74.8	65.5	24.3	32.2	0.9	1.1	0.0	1.1	0.0	0.0	0	0	111	87
	TCHR	74.3	70.2	23.4	27.6	1.8	1.7	0.5	0.6	0.0	0.0	2	1	224	182
	PPS	66.4	61.3	32.9	33.6	0.0	4.2	0.7	0.8	0.0	0.0	0	0	152	119
24. WORK CONSTANTLY TO IMPROVE ABILITY TO PRESENT COURSE MATERIALS ENTHUSIASTICALLY.	ADM	73.9	71.3	26.1	28.7	0.0	0.0	0.0	0.0	0.0	0.0	0	0	111	87
	TCHR	71.3	72.8	27.4	26.1	0.9	1.1	0.4	0.0	0.0	0.0	1	2	224	182
	PPS	50.3	58.5	44.4	39.0	5.3	1.7	0.0	0.8	0.0	0.0	1	1	152	119
25. WORK ON MAKING PRESENTATIONS CLEAR AND CONCISE.	ADM	75.7	76.7	24.3	23.3	0.0	0.0	0.0	0.0	0.0	0.0	0	1	111	87
	TCHR	75.7	74.6	23.9	24.3	0.5	1.1	0.0	0.0	0.0	0.0	2	1	224	182
	PPS	51.3	58.8	44.0	38.7	4.0	1.7	0.7	0.8	0.0	0.0	2	0	152	119
26. PROVIDE STUDENTS WITH CONSISTENT BEHAVIOR ON TEACHER'S PART.	ADM	58.6	47.7	35.1	38.4	5.4	10.5	0.9	3.5	0.0	0.0	0	1	111	87
	TCHR	52.7	53.6	38.3	36.5	8.1	8.3	0.9	1.1	0.0	0.6	2	1	224	182
	PPS	37.1	40.3	45.0	47.1	15.2	10.1	2.6	2.5	0.0	0.0	1	0	152	119
27. GIVE STUDENTS ADEQUATE AND VARIED OPPORTUNITY TO RESPOND TO CLASS PRESENTATIONS.	ADM	69.4	65.5	29.7	33.3	0.9	1.1	0.0	0.0	0.0	0.0	0	0	111	87
	TCHR	65.0	71.3	34.5	28.2	0.4	0.6	0.0	0.0	0.0	0.0	1	1	224	182
	PPS	43.4	49.6	52.6	49.6	3.3	0.8	0.7	0.0	0.0	0.0	0	0	152	119
28. USE CLASS EXAMINATIONS AND THEIR RESULTS AS TEACHING DEVICES AS WELL AS EVALUATION INSTRUMENTS.	ADM	49.5	48.3	43.2	43.7	3.6	3.4	2.7	4.6	0.9	0.0	0	0	111	87
	TCHR	41.9	43.9	46.8	46.7	8.6	4.4	2.7	4.4	0.0	0.6	2	2	224	182
	PPS	32.7	32.8	50.0	47.9	15.3	15.1	2.0	4.2	0.0	0.0	2	0	152	119
29. RETURN STUDENTS' PAPERS PROMPTLY AND WITH ADEQUATE COMMENTS ON THEM TO HELP EACH STUDENT LEARN.	ADM	60.4	59.8	36.0	37.9	1.8	1.1	0.9	1.1	0.9	0.0	0	0	111	87
	TCHR	52.3	58.9	42.3	35.6	3.6	5.0	1.8	0.6	0.0	0.0	2	2	224	182
	PPS	44.7	52.1	48.0	39.5	5.3	6.7	1.3	1.7	0.7	0.0	0	0	152	119
30. KEEP PERSONAL PROBLEMS AND PERSONAL PREDJUDICES FROM GETTING THROUGH TO THE STUDENTS IN ANY WAY.	ADM	67.6	52.9	27.0	32.2	1.8	11.5	2.7	2.3	0.9	1.1	0	0	111	87
	TCHR	60.4	64.2	29.3	21.8	7.2	11.2	2.3	1.7	0.9	1.1	2	3	224	182
	PPS	55.6	58.8	31.8	27.7	7.9	10.9	3.3	2.5	1.3	0.0	1	0	152	119

THIS SUMMARY ANALYSIS IS FOR ALL UNIVERSITIES	BRANCH	PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION										ACTUAL COUNT			
		STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		OMIT		TOTAL	
THE BIA TEACHER SHOULD --		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
31. UTILIZE THE CULTURE OF THE INDIAN CHILD IN THE DEVELOPMENT OF COURSE MATERIALS.	ADM	64.9	64.4	29.7	35.6	4.5	0.0	0.9	0.0	0.0	0.0	0	0	111	87
	TCHR	62.2	61.7	31.5	31.7	5.9	5.6	0.5	1.1	0.0	0.0	2	2	224	182
	PPS	36.8	51.3	48.7	42.0	7.9	3.4	4.6	3.4	2.0	0.0	0	0	152	119
32. LEARN AND USE SOME OF THE STUDENTS' NATIVE LANGUAGE IN THE CLASSROOM.	ADM	26.1	33.3	40.5	31.0	23.4	28.7	8.1	4.6	1.8	2.3	0	0	111	87
	TCHR	22.1	30.2	34.7	34.1	30.2	22.0	12.6	11.0	0.5	2.7	2	0	224	182
	PPS	19.1	28.6	32.2	28.6	24.3	23.5	19.1	17.6	5.3	1.7	0	0	152	119
33. BE GIVEN A SPECIFIC PERIOD EACH DAY FOR PERSONAL CONSULTATION WITH STUDENTS.	ADM	24.3	37.9	63.1	49.4	7.2	10.3	4.5	2.3	0.9	0.0	0	0	111	87
	TCHR	26.6	36.8	48.2	46.2	21.2	12.6	3.6	4.4	0.5	0.0	2	0	224	182
	PPS	21.9	31.9	53.0	52.1	19.2	12.6	6.0	3.4	0.0	0.0	1	0	152	119
34. SEEK ADVICE OF OTHER TEACHERS AND/OR ADMINISTRATORS IN COURSE PLANNING.	ADM	47.7	42.5	49.5	51.7	1.8	3.4	0.9	0.0	0.0	2.3	0	0	111	87
	TCHR	30.9	38.1	61.4	55.8	7.2	4.4	0.4	1.7	0.0	0.0	1	1	224	182
	PPS	23.8	31.1	65.6	58.0	8.6	6.7	2.0	4.2	0.0	0.0	1	0	152	119
35. PARTICIPATE IN THE PROFESSIONAL PLANNING WORK OF THE SCHOOL.	ADM	60.0	56.3	39.1	39.1	0.9	4.6	0.0	0.0	0.0	0.0	1	0	111	87
	TCHR	41.4	52.5	55.0	45.3	3.2	2.2	0.5	0.0	0.0	0.0	2	1	224	182
	PPS	35.8	39.0	57.6	57.6	6.6	1.7	0.0	1.7	0.0	0.0	1	1	152	119
36. CONFER REGULARLY WITH GUIDANCE COUNSELORS CONCERNING STUDENTS AND THEIR PROBLEMS.	ADM	62.2	60.9	35.1	37.9	2.7	1.1	0.0	0.0	0.0	0.0	0	0	111	87
	TCHR	43.0	51.1	49.3	43.4	6.7	3.8	0.9	1.6	0.0	0.0	1	0	224	182
	PPS	57.0	59.3	39.7	40.7	2.0	0.0	1.3	0.0	0.0	0.0	1	1	152	119
37. TAKE AN ACTIVE AND VERBAL PART IN SCHOOL FACULTY MEETINGS.	ADM	52.3	60.9	45.9	34.5	1.8	4.6	0.0	0.0	0.0	0.0	0	0	111	87
	TCHR	43.9	50.8	51.1	44.8	4.5	4.4	0.4	0.0	0.0	0.0	1	1	224	182
	PPS	40.1	47.9	55.3	50.4	4.6	1.7	0.0	0.0	0.0	0.0	0	0	152	119
38. VOLUNTEER FOR TEACHER COMMITTEES.	ADM	34.2	36.8	54.1	48.3	10.8	14.9	0.9	0.0	0.0	0.0	0	0	111	87
	TCHR	19.5	27.6	54.1	57.5	23.2	13.3	2.7	1.7	0.5	0.0	4	1	224	182
	PPS	17.1	27.7	54.6	50.4	23.7	20.2	4.6	1.7	0.0	0.0	0	0	152	119
39. OFFER SUGGESTIONS TO SCHOOL ADMINISTRATORS FOR IMPROVING TOTAL SCHOOL PROGRAM.	ADM	54.5	58.6	43.6	39.1	1.8	2.3	0.0	0.0	0.0	0.0	1	0	111	87
	TCHR	32.7	43.4	55.0	48.4	10.0	7.1	2.3	1.1	0.0	0.0	4	0	224	182
	PPS	29.8	42.9	62.3	51.3	6.0	5.9	2.0	0.0	0.0	0.0	1	0	152	119
40. PARTICIPATE IN FORMULATING AND CARRYING OUT SCHOOL ACTIVITIES.	ADM	53.2	63.2	45.0	35.6	1.8	1.1	0.0	0.0	0.0	0.0	0	0	111	87
	TCHR	36.5	41.8	58.1	53.3	5.0	3.3	0.5	1.6	0.0	0.0	2	0	224	182
	PPS	27.8	40.3	66.2	55.5	5.3	4.2	0.7	0.0	0.0	0.0	1	0	152	119

THIS SUMMARY ANALYSIS IS FOR

ALL UNIVERSITIES

PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION

THE BIA TEACHER SHOULD --	BRANCH	STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		ACTUAL COUNT OMIT		ACTUAL COUNT TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P--	P	P---	P
41. CONDUCT INTERVIEWS WITH STUDENTS AND PARENTS CONCERNING THE STUDENT'S GOALS, ABILITIES AND ATTITUDES.	ADM	50.9	64.4	38.2	26.4	8.2	8.0	0.9	1.1	1.8	0.0	1	0	111	87
	TCHR	41.9	47.8	47.7	44.0	8.1	4.9	1.8	2.7	0.5	0.5	2	0	224	182
	PPS	42.1	47.1	52.0	44.5	3.3	5.9	2.6	2.5	0.0	0.0	0	0	152	119
42. GIVE INFORMATION OR HELP TO STUDENTS IN SELECTING THEIR FRIENDS.	ADM	6.4	9.4	26.4	29.4	26.4	17.6	30.0	30.6	10.9	12.9	1	2	111	87
	TCHR	4.0	9.4	14.8	26.0	26.9	28.7	43.0	26.5	11.2	9.4	1	1	224	182
	PPS	5.9	6.7	27.6	30.3	23.7	26.9	36.2	30.3	6.6	5.9	0	0	152	119
43. GIVE INFORMATION OR HELP TO STUDENTS IN SELECTING SCHOOL ACTIVITIES, CLUBS AND ORGANIZATIONS.	ADM	16.2	20.9	64.9	58.1	9.9	15.1	7.2	3.5	1.8	2.3	0	1	111	87
	TCHR	14.8	15.9	58.7	63.2	17.5	13.7	7.6	5.5	1.3	1.6	1	0	224	182
	PPS	14.5	21.8	61.2	58.8	13.2	10.1	9.9	8.4	1.3	0.8	0	0	152	119
44. WORK AT DISCOVERING AND STUDYING INDIVIDUAL STUDENT'S PROBLEMS.	ADM	46.4	51.2	45.5	43.0	3.6	4.7	3.6	1.2	0.9	0.0	1	1	111	87
	TCHR	45.5	47.8	48.6	50.0	5.0	1.6	0.9	0.5	0.0	0.0	2	0	224	182
	PPS	37.1	42.0	54.3	54.6	5.3	3.4	3.3	0.0	0.0	0.0	1	0	152	119
45. HELP NEW STUDENTS BECOME ORIENTED TO THE SCHOOL AND SCHOOL LIFE.	ADM	65.8	60.9	34.2	37.9	0.0	1.1	0.0	0.0	0.0	0.0	0	0	111	87
	TCHR	56.1	58.8	39.9	39.0	1.8	1.6	2.2	0.5	0.0	0.0	1	0	224	182
	PPS	46.1	51.3	52.0	48.7	1.3	0.0	0.7	0.0	0.0	0.0	0	0	152	119
46. MAKE VISITS TO STUDENTS AND PARENTS OUTSIDE OF THE SCHOOL ENVIRONMENT.	ADM	43.2	50.6	47.7	42.5	7.2	6.9	1.8	0.0	0.0	0.0	0	0	111	87
	TCHR	32.7	44.2	49.1	43.1	14.1	11.0	4.1	1.1	0.0	0.6	4	1	224	182
	PPS	35.1	46.2	48.3	46.2	11.3	7.6	5.3	0.0	0.0	0.0	1	0	152	119
47. VOLUNTARILY ATTEND SCHOOL FUNCTIONS THAT INCLUDE THE TOTAL SCHOOL.	ADM	52.3	54.0	42.3	44.8	4.5	1.1	0.0	0.0	0.9	0.0	0	0	111	87
	TCHR	43.4	48.1	50.2	48.6	4.5	3.3	1.8	0.0	0.0	0.0	3	1	224	182
	PPS	33.1	42.0	57.0	50.4	8.6	5.9	1.3	1.7	0.0	0.0	1	0	152	119
48. GIVE INFORMATION OR HELP TO STUDENTS ON HOW TO GET ALONG BETTER WITH MEMBERS OF THEIR FAMILIES.	ADM	29.7	26.4	43.2	46.0	18.9	19.5	7.2	5.7	0.9	2.3	0	0	111	87
	TCHR	21.1	24.7	48.0	56.0	21.1	16.5	9.4	2.2	0.4	0.5	1	0	224	182
	PPS	22.4	26.9	57.9	59.7	13.2	10.1	6.6	3.4	0.0	0.0	0	0	152	119
49. GIVE INFORMATION OR HELP TO STUDENTS ON HOW TO GET ALONG BETTER WITH PEOPLE.	ADM	36.9	43.0	56.8	51.2	5.4	4.7	0.9	0.0	0.0	1.2	0	1	111	87
	TCHR	32.3	36.3	61.0	58.2	5.4	3.8	1.3	1.6	0.0	0.0	1	0	224	182
	PPS	32.5	35.3	62.9	60.5	4.6	4.2	0.0	0.0	0.0	0.0	1	0	152	119
50. GIVE INFORMATION OR HELP TO STUDENTS WITH PERSONAL PROBLEMS.	ADM	36.0	39.1	51.4	51.7	9.0	8.0	2.7	0.0	0.9	1.1	0	0	111	87
	TCHR	40.2	36.8	50.7	55.5	6.8	6.6	1.8	1.1	0.5	0.0	5	0	224	182
	PPS	38.8	42.0	55.3	51.3	3.9	5.9	2.0	0.8	0.0	0.0	0	0	152	119

THIS SUMMARY ANALYSIS IS FOR

ALL UNIVERSITIES

THE BIA TEACHER SHOULD --	BRANCH	PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION										ACTUAL COUNT			
		STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		OMIT		TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
51. GIVE INFORMATION TO HELP STUDENTS DEVELOP HOBBIES OR RECREATIONAL INTERESTS.	ADM	36.0	36.8	57.7	57.5	3.6	3.4	2.7	1.1	0.0	1.1	0	0	111	87
	TCHR	33.2	35.2	62.3	57.7	4.0	6.0	0.4	1.1	0.0	0.0	1	0	224	182
	PPS	25.7	35.3	63.8	60.5	5.3	3.4	5.3	0.8	0.0	0.0	0	0	152	119
52. ASSIST SCHOOL STAFF IN GATHERING AND RECORDING INFORMATION ON STUDENTS.	ADM	30.0	33.3	56.4	57.5	9.1	8.0	4.5	1.1	0.0	0.0	1	0	111	87
	TCHR	23.0	26.4	60.4	58.2	12.6	8.8	4.1	4.4	0.0	2.2	2	0	224	182
	PPS	17.9	26.9	66.9	61.3	12.6	8.4	2.6	2.5	0.0	0.8	1	0	152	119
53. HELP STUDENTS DEVELOP VOCATIONAL INTERESTS.	ADM	42.3	37.9	47.7	57.5	8.1	2.3	1.8	1.1	0.0	1.1	0	0	111	87
	TCHR	38.7	35.2	52.7	58.8	7.2	5.5	1.4	0.5	0.0	0.0	2	0	224	182
	PPS	30.5	32.8	61.6	59.7	4.6	4.2	3.3	3.4	0.0	0.0	1	0	152	119
54. HELP STUDENTS WHO APPEAR TO HAVE PERSONALITY OR PERSONAL ADJUSTMENT PROBLEMS.	ADM	41.4	43.7	46.8	43.7	5.4	8.0	2.7	4.6	3.6	0.0	0	0	111	87
	TCHR	43.0	41.8	50.2	52.2	5.4	3.8	1.3	2.2	0.0	0.0	1	0	224	182
	PPS	41.4	41.2	53.3	51.3	3.3	5.9	2.0	1.7	0.0	0.0	0	0	152	119
55. HELP TO MAKE COMMUNITY OR OCCUPATIONAL SURVEYS OF VALUE TO STUDENTS.	ADM	26.1	28.7	58.6	62.1	9.0	9.2	6.3	0.0	0.0	0.0	0	0	111	87
	TCHR	24.9	26.0	52.5	56.4	19.5	13.3	2.3	3.3	0.9	1.1	3	1	224	182
	PPS	16.4	21.8	58.6	59.7	19.7	15.1	5.3	3.4	0.0	0.0	0	0	152	119
56. USE GUIDANCE SERVICES AVAILABLE IN THE SCHOOL FOR REFERRAL OF STUDENTS.	ADM	54.1	56.3	41.3	40.2	3.7	3.4	0.9	0.0	0.0	0.0	2	0	111	87
	TCHR	38.9	40.3	55.2	55.2	5.4	3.9	0.5	0.6	0.0	0.0	3	1	224	182
	PPS	42.1	40.7	53.3	55.1	4.6	4.2	0.0	0.0	0.0	0.0	0	1	152	119
57. CONDUCT FOLLOW-UP STUDIES OF STUDENTS TO DETERMINE EFFECTIVENESS OF TEACHING.	ADM	48.6	49.4	44.1	46.0	4.5	4.6	2.7	0.0	0.0	0.0	0	0	111	87
	TCHR	38.9	43.1	53.4	48.6	5.0	6.6	2.7	1.7	0.0	0.0	3	1	224	182
	PPS	36.8	37.0	52.6	52.9	9.2	8.4	1.3	1.7	0.0	0.0	0	0	152	119
58. OBTAIN INFORMATION ABOUT FUTURE EDUCATIONAL OPPORTUNITIES FOR THE INDIAN STUDENTS.	ADM	51.4	54.0	44.1	43.7	2.7	2.3	1.8	0.0	0.0	0.0	0	0	111	87
	TCHR	47.5	51.4	46.6	45.9	5.0	2.2	0.9	0.6	0.0	0.0	3	1	224	182
	PPS	42.8	49.6	53.3	49.6	2.6	0.8	0.7	0.0	0.7	0.0	0	0	152	119
59. WORK AT IMPROVONG THE ENVIRONMENT OF THE INDIAN COMMUNITY.	ADM	36.0	46.0	41.4	35.6	18.0	16.1	3.6	1.1	0.9	1.1	0	0	111	87
	TCHR	31.4	40.6	47.3	45.6	17.7	10.0	2.7	3.3	0.9	0.6	4	2	224	182
	PPS	32.2	28.6	51.3	54.6	10.5	12.6	5.9	4.2	0.0	0.0	0	0	152	119
60. WORK AS AN EDUCATIONAL LEADER IN THE COMMUNITY.	ADM	39.6	48.8	53.2	46.5	5.4	3.5	0.9	1.2	0.9	0.0	0	1	111	97
	TCHR	32.4	37.1	51.1	48.3	15.5	12.9	0.9	1.1	0.0	0.6	5	4	224	182
	PPS	25.0	29.4	59.2	48.7	12.5	13.4	3.3	8.4	0.0	0.0	0	0	152	119

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ALL UNIVERSITIES

THE BIA TEACHER SHOULD --	BRANCH	PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION										ACTUAL COUNT			
		STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		OMIT		TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
61. REPRESENT THE SCHOOL IN COMMUNITY ACTIVITIES.	ADM	37.8	45.3	51.4	50.0	7.2	3.5	2.7	1.2	0.9	0.0	0	1	111	87
	TCHR	28.0	34.4	57.8	53.9	12.8	9.4	0.9	2.2	0.5	0.0	6	2	224	182
	PPS	25.7	34.7	59.9	51.7	13.2	11.9	1.3	1.7	0.0	0.0	0	1	152	119
62. INTERPRET THE SCHOOL GOALS AND PROGRAM TO THE PEOPLE OF THE COMMUNITY.	ADM	34.2	44.8	53.2	44.8	4.5	6.9	7.2	3.4	0.9	0.0	0	0	111	87
	TCHR	33.0	42.8	49.8	44.4	12.2	10.0	2.7	2.8	2.3	0.0	3	2	224	182
	PPS	32.9	35.3	55.3	52.1	8.6	11.8	3.3	0.8	0.0	0.0	0	0	152	119
63. SHARE IN THE RESPONSIBILITY OF SUPERVISING SPECIAL SCHOOL ACTIVITIES.	ADM	41.4	44.8	56.8	54.0	0.9	1.1	0.0	0.0	0.9	0.0	0	0	111	87
	TCHR	29.3	32.2	63.1	61.1	6.3	6.1	0.9	0.6	0.5	0.0	2	2	224	182
	PPS	27.0	30.3	61.8	60.5	7.9	5.9	3.3	3.4	0.0	0.0	0	0	152	119
64. BE AN ACTIVE MEMBER OF PROFESSIONAL EDUCATION ORGANIZATIONS.	ADM	48.6	43.7	48.6	47.1	2.7	8.0	0.0	1.1	0.0	0.0	0	0	111	87
	TCHR	40.5	41.1	44.6	48.9	13.1	8.3	1.4	1.1	0.5	0.6	2	2	224	182
	PPS	30.9	33.6	53.9	47.9	13.2	16.8	2.0	1.7	0.0	0.0	0	0	152	119
65. ATTEND CONVENTIONS, PROGRAMS, ETC., PROVIDED BY EDUCATIONAL ORGANIZATIONS.	ADM	47.7	46.0	45.9	49.4	6.3	4.6	0.0	0.0	0.0	0.0	0	0	111	87
	TCHR	41.2	42.0	48.9	51.9	7.7	5.0	1.8	1.1	0.5	0.0	3	1	224	182
	PPS	28.3	33.6	61.2	56.3	7.9	10.1	2.6	0.0	0.0	0.0	0	0	152	119
66. TAKE AN ACTIVE PART IN THE SUPERVISION OF STUDENTS OUTSIDE OF THE CLASSROOM.	ADM	23.4	18.6	56.8	57.0	13.5	15.1	6.3	7.0	0.0	2.3	0	1	111	87
	TCHR	18.6	13.8	39.8	53.0	27.1	19.9	12.2	11.6	2.3	1.7	3	1	224	182
	PPS	21.2	22.7	52.3	54.6	15.9	16.0	10.6	5.0	0.0	1.7	1	0	152	119
67. VOLUNTEER FOR SUPERVISORY RESPONSIBILITY OF EXTRACURRICULAR ACTIVITIES PROVIDED BY THE SCHOOL.	ADM	22.5	24.1	59.5	60.9	13.5	10.3	3.6	2.3	0.9	2.3	0	0	111	87
	TCHR	21.3	17.5	53.8	57.1	20.4	19.2	3.6	5.6	0.9	0.6	3	5	224	182
	PPS	17.2	21.8	58.3	55.5	19.9	16.0	4.6	5.0	0.0	1.7	1	0	152	119
68. VOLUNTEER FOR INVOLVEMENT IN PROFESSIONAL WORKSHOPS.	ADM	35.5	34.5	58.2	62.1	4.5	3.4	1.8	0.0	0.0	0.0	1	0	111	87
	TCHR	33.9	40.0	54.1	52.8	9.6	7.2	1.8	0.0	0.5	0.0	6	2	224	182
	PPS	28.5	32.8	58.3	58.0	11.9	8.4	1.3	0.8	0.0	0.0	1	0	152	119
69. REQUEST TO ATTEND COLLEGE OR UNIVERSITY TO UPGRADE EDUCATION AND DEGREE STATUS.	ADM	56.4	55.2	43.6	41.4	0.0	2.3	0.0	0.0	0.0	1.1	1	0	111	87
	TCHR	58.3	56.4	37.7	40.9	4.0	2.8	0.0	0.0	0.0	0.0	1	1	224	182
	PPS	46.4	58.8	47.7	33.6	4.6	7.6	1.3	0.0	0.0	0.0	1	0	152	119
70. ACTIVELY ENGAGE IN GETTING BIA TEACHERS CERTIFIED IN THE STATE IN WHICH HE IS WORKING.	ADM	36.4	39.1	43.6	34.5	19.1	23.0	0.9	2.3	0.0	1.1	1	0	111	87
	TCHR	34.5	39.2	40.0	38.1	18.6	16.6	4.5	5.5	2.3	0.6	4	1	224	182
	PPS	29.8	39.5	44.4	41.2	21.9	16.0	4.0	3.4	0.0	0.0	1	0	152	119

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	BRANCH	PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION										ACTUAL COUNT			
		STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		OMIT		TOTAL	
THE BIA TEACHER SHOULD --		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
71. BECOME INVOLVED WITH OTHER TEACHERS IN DISCUSSIONS CONCERNING PROFESSIONAL GOALS.	ADM	40.0	48.3	54.5	44.8	5.5	4.6	0.0	2.3	0.0	0.0	1	0	111	87
	TCHR	39.0	35.9	55.2	58.6	5.4	4.4	0.4	1.1	0.0	0.0	1	1	224	182
	PPS	29.5	37.0	51.7	51.3	13.4	10.1	5.4	0.8	0.0	0.8	3	0	152	119
72. VOLUNTEER AND BECOME ACTIVE IN COMMITTEES RELATING TO SEEKING IMPROVEMENT OF PHYSICAL PLANT.	ADM	17.4	31.0	66.1	54.0	12.8	11.5	2.8	2.3	0.9	1.1	2	0	111	87
	TCHR	18.9	27.2	48.6	49.4	26.6	18.9	4.5	3.9	1.4	0.6	2	2	224	182
	PPS	16.7	22.7	48.7	52.9	30.0	19.3	4.0	5.0	0.7	0.0	2	0	152	119
73. REQUEST CONTINUAL IN-SERVICE TRAINING TO INCREASE TEACHING EFFECTIVENESS.	ADM	38.7	52.9	58.6	42.5	2.7	3.4	0.0	1.1	0.0	0.0	0	0	111	87
	TCHR	44.4	48.1	48.9	45.9	6.3	6.1	0.0	0.0	0.4	0.0	1	1	224	182
	PPS	38.7	43.2	48.0	48.3	10.7	8.5	2.7	0.0	0.0	0.0	2	1	152	119
74. PROVIDE STUDENTS WITH HEALTH INFORMATION REGARDLESS OF SUBJECT MATTER ASSIGNED.	ADM	22.7	33.7	49.1	44.2	20.0	15.1	6.4	7.0	1.8	0.0	1	1	111	87
	TCHR	23.4	32.0	48.6	44.2	20.7	17.1	5.9	6.1	1.4	0.6	2	1	224	182
	PPS	22.5	28.6	57.6	49.6	15.2	11.8	4.6	9.2	0.0	0.8	1	0	152	119
75. CONSTANTLY ATTEMPT TO UPGRADE LEVEL OF CLASSROOM PRESENTATION TO CHALLENGE BETTER STUDENTS.	ADM	64.5	63.2	31.8	32.2	1.8	4.6	1.8	0.0	0.0	0.0	1	0	111	87
	TCHR	60.1	55.0	35.9	40.6	2.2	3.3	0.9	1.1	0.9	0.0	1	2	224	182
	PPS	41.1	47.9	49.7	43.7	8.6	6.7	0.7	0.8	0.0	0.8	1	0	152	119
76. SELECT THE AVERAGE STUDENTS IN CLASS AND STRIVE TO TEACH THE CLASS AT THEIR LEVEL.	ADM	4.5	7.0	15.3	11.6	15.3	12.8	38.7	40.7	26.1	27.9	0	1	111	87
	TCHR	7.2	7.7	14.5	10.5	17.2	12.7	44.3	50.8	16.7	18.2	3	1	224	182
	PPS	13.2	12.8	24.3	23.9	28.3	17.9	27.6	30.8	6.6	14.5	0	2	152	119
77. VIEW HIS OCCUPATION AS HIS CENTRAL LIFE INTEREST.	ADM	10.0	15.1	40.0	41.9	33.6	22.1	14.5	15.1	1.8	5.8	1	1	111	87
	TCHR	10.0	18.3	36.5	34.4	33.8	27.2	15.1	14.4	4.6	5.6	5	2	224	182
	PPS	12.5	16.1	43.4	40.7	31.6	24.6	11.2	17.8	1.3	0.8	0	1	152	119
78. BE COMMITTED TO CLASSROOM METHODOLOGY AND ACTIVITIES PRESCRIBED BY THE SCHOOL ADMINISTRATION.	ADM	7.3	6.9	36.7	29.9	23.9	32.2	23.9	23.0	8.3	8.0	2	0	111	87
	TCHR	7.7	8.4	31.7	28.1	34.4	32.0	20.4	22.5	5.9	9.0	3	4	224	182
	PPS	7.3	10.3	37.1	39.3	41.1	29.1	13.9	17.1	0.7	4.3	1	2	152	119
79. PREFER PRIMARY SOCIAL CONTACTS WITH OTHER TEACHERS.	ADM	5.5	7.0	30.3	36.0	36.7	30.2	25.7	20.9	1.8	5.8	2	1	111	87
	TCHR	6.8	6.1	33.2	29.3	39.1	40.9	17.7	19.3	3.2	4.4	4	1	224	182
	PPS	8.6	16.9	44.1	39.0	36.2	26.3	11.2	16.9	0.0	0.8	0	1	152	119
80. BE COMMITTED TO FULFILLMENT OF RULES, REGULATIONS AND PROCEDURES AS SET DOWN BY BIA ADMINISTRATORS.	ADM	16.2	13.8	52.3	51.7	21.6	20.7	6.3	9.2	3.6	4.6	0	0	111	87
	TCHR	16.4	9.4	43.4	40.9	27.9	30.9	10.0	11.0	2.3	7.7	5	1	224	182
	PPS	20.4	18.8	52.0	43.6	16.4	20.5	10.5	15.4	0.7	1.7	0	2	152	119

THIS SUMMARY ANALYSIS IS FOR

ALL UNIVERSITIES

PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION

THE BIA MEMBER OF PUPIL PERSONNEL SERVICES SHOULD --	BRANCH	STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		ACTUAL COUNT OMIT		ACTUAL COUNT TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
1. IDENTIFY PUPILS WITH SPECIAL PROBLEMS.	ADM	61.1	57.7	28.7	41.0	6.5	1.3	2.8	0.0	0.9	0.0	1	0	109	78
	TCHR	51.2	53.7	43.7	43.2	2.3	2.6	1.4	0.5	1.4	0.0	0	0	215	190
	PPS	61.0	52.3	32.7	43.2	3.8	3.0	1.9	1.5	0.6	0.0	1	0	160	132
2. OBSERVE AND CHECK CHILDREN TO DETERMINE THEIR HEALTH NEEDS.	ADM	53.2	57.7	39.4	37.2	2.8	2.6	3.7	2.6	0.9	0.0	0	0	109	78
	TCHR	58.1	53.2	34.9	42.1	4.7	3.7	1.9	0.5	0.5	0.5	0	0	215	190
	PPS	55.6	56.1	41.3	40.2	0.6	2.3	1.9	1.5	0.6	0.0	0	0	160	132
3. PROVIDE TREATMENT FOR STUDENT HEALTH NEEDS UNDER DIRECTION OF A NURSE OR DOCTOR.	ADM	45.9	50.0	43.1	38.5	3.7	3.8	5.5	7.7	1.8	0.0	0	0	109	78
	TCHR	51.9	50.5	38.3	44.2	6.5	2.6	2.8	2.1	0.5	0.5	1	0	215	190
	PPS	54.4	50.8	34.4	35.6	3.8	2.3	6.9	9.8	0.6	1.5	0	0	160	132
4. BE RESPONSIBLE FOR DISTRIBUTION OF SUPPLIES IN THE DORMITORIES.	ADM	30.3	30.8	45.9	48.7	17.4	9.0	5.5	10.3	0.9	1.3	0	0	109	78
	TCHR	26.8	30.5	51.6	50.0	15.0	11.6	5.2	5.3	1.4	2.6	2	0	215	190
	PPS	39.6	29.8	45.9	56.5	6.9	6.9	5.0	6.9	2.5	0.0	1	1	160	132
5. ESTABLISH TOUR OF DUTY FOR DORMITORY PERSONNEL.	ADM	25.0	37.2	45.4	43.6	12.0	11.5	16.7	7.7	0.9	0.0	1	0	109	78
	TCHR	31.5	35.3	44.6	48.4	17.8	12.1	5.6	4.2	0.5	0.0	2	0	215	190
	PPS	49.1	33.6	39.6	48.1	6.3	6.9	3.8	11.5	1.3	0.0	1	1	160	132
6. STUDY INDIVIDUAL STUDENTS TO HELP THEM ADJUST AND DEVELOP TO THEIR MAXIMUM.	ADM	55.0	53.8	37.6	41.0	5.5	3.8	1.8	1.3	0.0	0.0	0	0	109	78
	TCHR	54.9	49.5	38.1	46.3	3.7	3.2	2.8	1.1	0.5	0.0	0	0	215	190
	PPS	56.9	51.5	36.3	44.7	4.4	3.8	1.9	0.0	0.6	0.0	0	0	160	132
7. HELP THE STUDENT UNDERSTAND AND ACCEPT HIMSELF AS A PERSON.	ADM	65.1	61.5	32.1	37.2	1.8	1.3	0.9	0.0	0.0	0.0	0	0	109	78
	TCHR	61.9	59.8	33.5	38.1	2.8	1.6	1.9	0.5	0.0	0.0	0	1	215	190
	PPS	67.9	65.9	30.8	32.6	1.3	1.5	0.0	0.0	0.0	0.0	1	0	160	132
8. HELP THE STUDENT UNDERSTAND OTHERS AND HIS RELATIONSHIP WITH THEM.	ADM	56.0	59.0	42.2	39.7	1.8	1.3	0.0	0.0	0.0	0.0	0	0	109	78
	TCHR	57.2	57.9	38.1	40.5	3.3	1.1	1.4	0.5	0.0	0.0	0	0	215	190
	PPS	63.8	62.9	35.6	35.6	0.0	1.5	0.6	0.0	0.0	0.0	0	0	160	132
9. PLACE ORDER FOR CLOTHING FOR CHILDREN IN DORMITORIES.	ADM	24.8	34.6	46.8	39.7	16.5	17.9	11.0	6.4	0.9	1.3	0	0	109	78
	TCHR	17.9	29.1	42.0	44.4	31.6	19.6	8.5	6.3	0.0	0.5	3	1	215	190
	PPS	39.0	28.2	45.9	48.1	6.9	12.2	6.3	11.5	1.9	0.0	1	1	160	132
10. PROVIDE FOR LEISURE TIME ACTIVITIES OF A SOCIAL OR RECREATIONAL NATURE.	ADM	45.0	52.6	45.9	42.3	4.6	2.6	4.6	1.3	0.0	1.3	0	0	109	78
	TCHR	40.2	42.9	48.6	47.6	8.9	6.3	2.3	3.2	0.0	0.0	1	1	215	190
	PPS	45.6	39.5	41.8	49.6	7.0	7.8	3.8	3.1	1.9	0.0	2	3	160	132

THIS SUMMARY ANALYSIS IS FOR ALL UNIVERSITIES	BRANCH	PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION										ACTUAL COUNT			
		STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		OMIT		TOTAL	
THE BIA MEMBER OF PUPIL PERSONNEL SERVICES SHOULD --		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
11. BE REQUIRED TO FULFILL RESPONSIBILITIES OTHER THAN THOSE INCLUDED IN JOB DESCRIPTIONS.	ADM	12.8	30.8	46.8	38.5	22.0	17.9	12.8	10.3	5.5	2.6	0	0	109	78
	TCHR	17.3	19.6	36.4	28.0	29.0	26.5	12.6	22.8	4.7	3.2	1	1	215	190
	PPS	24.4	24.0	42.5	41.1	13.8	16.3	12.5	17.1	6.9	1.6	0	3	160	132
12. BE REQUIRED TO SUPERVISE DAY-SCHOOL STUDENTS.	ADM	9.3	16.7	38.3	38.5	25.2	24.4	24.3	20.5	2.8	0.0	2	0	109	78
	TCHR	10.3	12.7	24.9	30.2	37.1	31.2	24.9	23.3	2.8	2.6	2	1	215	190
	PPS	13.2	14.2	34.0	31.5	25.2	29.9	23.9	22.0	3.8	2.4	1	5	160	132
13. ENSURE THAT HOUSEKEEPING AND CLEANING TASKS IN AND AROUND THE DORMITORY ARE CARRIED OUT EFFICIENTLY.	ADM	33.9	42.3	48.6	44.9	10.1	5.1	7.3	7.7	0.0	0.0	0	0	109	78
	TCHR	31.9	28.9	54.0	58.4	10.3	7.9	3.3	3.7	0.5	1.1	2	0	215	190
	PPS	45.9	38.8	49.1	51.9	0.6	3.9	3.1	5.4	1.3	0.0	1	3	160	132
14. MAKE REPORTS OF NEEDS FOR DORMITORY REPAIR AND MAINTENANCE.	ADM	32.1	44.2	54.1	45.5	8.3	2.6	5.5	7.8	0.0	0.0	0	1	109	78
	TCHR	34.9	33.7	55.2	57.9	6.1	4.7	3.8	2.6	0.0	1.1	3	0	215	190
	PPS	46.5	38.3	43.4	50.8	2.5	4.7	4.4	6.3	3.1	0.0	1	4	160	132
15. ASSIST INDIVIDUAL STUDENTS IN ARRIVING AT SOLUTIONS TO PERSONAL PROBLEMS.	ADM	46.8	53.2	40.4	40.3	7.3	5.2	5.5	0.0	0.0	1.3	0	1	109	78
	TCHR	46.0	45.3	43.2	45.8	8.9	6.8	1.9	1.6	0.0	0.5	2	0	215	190
	PPS	60.4	48.8	36.5	46.5	1.3	2.3	1.3	2.3	0.6	0.0	1	3	160	132
16. BE INVOLVED WITH ORDERING FOODSTUFFS AND SUPPLIES FOR THE DORMITORIES.	ADM	19.3	21.8	47.7	41.0	15.6	17.9	15.6	16.7	1.8	2.6	0	0	109	78
	TCHR	15.2	17.9	44.5	45.3	26.1	20.5	12.3	13.2	1.9	3.2	4	0	215	190
	PPS	31.4	27.3	39.0	47.7	8.8	8.6	15.7	16.4	5.0	0.0	1	4	160	132
17. BE RESPONSIBLE FOR CHECKING DORMITORIES PERIODICALLY FOR CLEANLINESS.	ADM	33.9	35.9	50.5	51.3	10.1	6.4	4.6	6.4	0.9	0.0	0	0	109	78
	TCHR	32.4	36.3	55.4	53.2	8.5	6.8	3.8	3.2	0.0	0.5	2	0	215	190
	PPS	50.3	39.1	42.8	52.3	3.1	6.3	1.9	2.3	1.9	0.0	1	4	160	132
1. COORDINATE ORIENTATION OF BEGINNING STUDENTS TO THE ENTIRE SCHOOL SITUATION.	ADM	58.7	59.7	38.5	37.7	2.8	2.6	0.0	0.0	0.0	0.0	0	1	109	78
	TCHR	53.5	54.5	35.7	39.2	7.0	4.8	3.3	1.1	0.5	0.5	2	1	215	190
	PPS	50.3	53.8	42.1	42.3	4.4	1.5	3.1	1.5	0.0	0.8	1	2	160	132
2. RECOMMEND AND ASSIST IN TRANSFERRING STUDENTS TO OTHER BIA SCHOOLS.	ADM	33.0	44.9	55.0	41.0	7.3	7.7	3.7	6.4	0.9	0.0	0	0	109	78
	TCHR	28.2	33.7	48.8	48.9	18.8	12.1	3.8	4.2	0.5	1.1	2	0	215	190
	PPS	30.2	30.0	45.9	46.9	13.8	10.0	10.1	12.3	0.0	0.8	1	2	160	132
3. IDENTIFY PUPILS WITH SPECIAL PROBLEMS.	ADM	56.9	64.1	39.4	34.6	2.8	1.3	0.9	0.0	0.0	0.0	0	0	109	78
	TCHR	54.0	53.2	37.1	42.1	5.2	4.2	2.3	0.0	1.4	0.5	2	0	215	190
	PPS	57.2	57.7	40.9	36.9	1.9	3.1	0.0	2.3	0.0	0.0	1	2	160	132

THIS SUMMARY ANALYSIS IS FOR

ALL UNIVERSITIES

PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION

THE BIA MEMBER OF PUPIL PERSONNEL SERVICES SHOULD --	BRANCH	STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		ACTUAL COUNT OMIT		ACTUAL COUNT TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
4. ORGANIZE THE FORMAL GUIDANCE PROGRAM AND HAVE IT FUNCTIONAL WITHIN SIX WEEKS AFTER SCHOOL OPENS.	ADM	46.8	46.2	39.4	38.5	8.3	14.1	4.6	1.3	0.9	0.0	0	0	109	78
	TCHR	36.2	35.8	40.4	36.3	17.4	22.6	5.2	3.7	0.9	1.6	2	0	215	190
	PPS	45.0	38.3	35.0	41.4	12.5	13.3	6.9	6.3	0.6	0.8	0	4	160	132
5. BE SOLELY RESPONSIBLE FOR ADMINISTERING TESTS GIVEN FOR GUIDANCE PURPOSES.	ADM	23.9	21.8	32.1	39.7	17.4	17.9	24.8	19.2	1.8	1.3	0	0	109	78
	TCHR	17.3	16.4	36.0	33.9	23.8	26.5	20.1	21.7	2.8	1.6	1	1	215	190
	PPS	18.1	18.5	37.5	36.9	23.8	20.0	17.5	20.8	3.1	3.8	0	2	160	132
6. BE RESPONSIBLE FOR RECORDING OF TEST SCORES IN CUMULATIVE RECORDS.	ADM	23.9	26.9	48.6	47.4	11.0	11.5	16.5	12.8	0.0	1.3	0	0	109	78
	TCHR	18.5	18.6	32.2	41.5	23.7	19.1	20.9	19.1	4.7	1.6	4	2	215	190
	PPS	20.3	13.2	38.6	42.6	17.7	26.4	20.9	17.1	2.5	0.8	2	3	160	132
7. BE RESPONSIBLE FOR COLLECTING TEST DATA AND INTERPRETING RESULTS TO PARENTS, STUDENTS, AND TEACHERS.	ADM	34.9	33.3	45.0	47.4	9.2	6.4	10.1	10.3	0.9	2.6	0	0	109	78
	TCHR	25.2	26.2	39.3	41.7	17.8	17.1	12.6	13.9	5.1	1.1	1	3	215	190
	PPS	26.9	23.8	38.1	46.2	16.3	16.2	15.6	12.3	3.1	1.5	0	2	160	132
8. STUDY INDIVIDUAL STUDENTS TO HELP THEM ADJUST AND DEVELOP TO THEIR MAXIMUM.	ADM	55.0	66.7	41.3	30.8	1.8	2.6	1.8	0.0	0.0	0.0	0	0	109	78
	TCHR	50.7	51.6	42.3	44.7	3.8	3.7	2.8	0.0	0.5	0.0	2	0	215	190
	PPS	50.9	48.5	45.3	46.9	3.1	2.3	0.6	2.3	0.0	0.0	1	2	160	132
9. HELP THE STUDENT UNDERSTAND AND ACCEPT HIMSELF AS A PERSON.	ADM	63.3	73.1	34.9	25.6	1.8	1.3	0.0	0.0	0.0	0.0	0	0	109	78
	TCHR	61.5	63.7	35.7	35.3	2.3	1.1	0.5	0.0	0.0	0.0	2	0	215	190
	PPS	64.4	63.8	35.0	34.6	0.0	1.5	0.6	0.0	0.0	0.0	0	2	160	132
10. HELP THE STUDENT UNDERSTAND OTHERS AND HIS RELATIONSHIP WITH THEM.	ADM	57.8	70.5	41.3	26.9	0.9	2.6	0.0	0.0	0.0	0.0	0	0	109	78
	TCHR	56.8	61.6	40.8	37.4	1.9	1.1	0.5	0.0	0.0	0.0	2	0	215	190
	PPS	58.1	59.2	41.3	39.2	0.6	1.5	0.0	0.0	0.0	0.0	0	2	160	132
11. DEVELOP AND CARRY OUT AN INTER-RELATED PROGRAM BETWEEN COMMUNITY, SCHOOL, AND THE STUDENT S HOME.	ADM	38.9	39.7	50.0	46.2	9.3	12.8	1.9	1.3	0.0	0.0	1	0	109	78
	TCHR	32.5	41.1	48.6	42.6	13.7	11.1	5.2	4.2	0.0	1.1	3	0	215	190
	PPS	38.1	37.2	45.0	44.2	10.6	14.0	5.6	4.7	0.6	0.0	0	3	160	132
12. GIVE VOCATIONAL APTITUDE AND INTEREST TESTS, AND PROVIDE RESULTS OF THESE TO INTERESTED PARTIES.	ADM	32.4	36.4	41.7	46.8	15.7	5.2	7.4	10.4	2.8	1.3	1	1	109	78
	TCHR	25.5	34.7	44.8	40.5	17.0	12.1	10.4	11.1	2.4	1.6	3	0	215	190
	PPS	22.8	24.8	38.6	42.6	22.8	17.1	12.7	14.7	3.2	0.8	2	3	160	132
13. PREPARE A COORDINATED, CONTINUING PLAN FOR GUIDANCE CLASSES.	ADM	46.7	41.0	43.9	50.0	6.5	2.6	2.8	5.1	0.0	1.3	2	0	109	78
	TCHR	29.9	37.2	50.2	45.2	13.7	11.2	5.2	6.4	0.9	0.0	4	2	215	190
	PPS	33.3	36.7	52.8	50.0	6.3	9.4	6.9	3.9	0.6	0.0	1	4	160	132

THIS SUMMARY ANALYSIS IS FOR

ALL UNIVERSITIES

THE BIA MEMBER OF PUPIL PERSONNEL SERVICES SHOULD --	BRANCH	PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION										ACTUAL COUNT			
		STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		OMIT		TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
14. ASSIST STUDENTS IN PLANNING PROGRAMS OF STUDY.	ADM	38.9	45.5	51.9	42.9	4.6	10.4	4.6	1.3	0.0	0.0	1	1	109	78
	TCHR	28.8	35.3	52.8	54.2	10.8	6.3	7.1	3.7	0.5	0.5	3	0	215	190
	PPS	33.5	28.7	49.4	55.0	10.1	7.8	5.7	8.5	1.3	0.0	2	3	160	132
15. GATHER INFORMATION AND MAINTAIN FILES ON ALL STUDENTS.	ADM	40.7	47.4	44.4	42.3	9.3	10.3	4.6	0.0	0.9	0.0	1	0	109	78
	TCHR	31.6	37.9	48.6	46.3	13.2	12.6	5.2	3.2	1.4	0.0	3	0	215	190
	PPS	44.3	38.0	48.1	46.5	2.5	10.1	5.1	5.4	0.0	0.0	2	3	160	132
16. BE REQUIRED TO FULFILL RESPONSIBILITIES OTHER THAN THOSE INCLUDED IN JOB DESCRIPTIONS.	ADM	16.8	28.2	37.4	37.2	16.8	20.5	20.6	10.3	8.4	3.8	2	0	109	78
	TCHR	15.2	21.1	33.2	27.4	30.3	26.8	15.6	21.1	5.7	3.7	4	0	215	190
	PPS	25.6	28.3	44.4	36.2	11.3	18[illegible]	16.9	15.0	1.9	2.4	0	5	160	132
17. BE REQUIRED TO SUPERVISE OTHER PUPIL PERSONNEL STAFF.	ADM	12.0	18.2	41.7	40.3	18.5	24.7	21.3	15.6	6.5	1.3	1	1	109	78
	TCHR	12.4	16.9	26.3	33.9	36.8	26.5	19.6	19.0	4.8	3.7	6	1	215	190
	PPS	20.8	18.0	42.8	39.8	20.8	21.1	13.2	18.0	2.5	3.1	1	4	160	132
18. BE REQUIRED TO HAND OUT PUNISHMENTS TO PROBLEM-BEHAVIOR STUDENTS.	ADM	4.7	9.1	16.8	23.4	17.8	23.4	40.2	29.9	20.6	14.3	2	1	109	78
	TCHR	10.5	9.0	22.9	26.6	33.8	30.9	23.8	20.2	9.0	13.3	5	2	215	190
	PPS	17.7	11.8	37.3	39.4	24.1	18.9	11.4	17.3	9.5	12.6	2	5	160	132
19. ADVISE PUPILS OF EDUCATIONAL OPPORTUNITIES BEYOND THE HIGH SCHOOL LEVEL.	ADM	55.6	62.8	39.8	32.1	2.8	2.6	1.9	1.3	0.0	1.3	1	0	109	78
	TCHR	48.3	50.8	40.2	42.9	7.2	3.7	4.3	2.6	0.0	0.0	6	1	215	190
	PPS	50.0	46.9	40.6	43.8	4.4	5.4	5.0	3.8	0.0	0.0	0	2	160	132
20. HELP STUDENTS CLARIFY VOCATIONAL AIMS.	ADM	45.8	56.4	49.5	41.0	2.8	1.3	1.9	1.3	0.0	0.0	2	0	109	78
	TCHR	45.8	49.5	44.8	42.1	6.1	7.4	3.3	0.5	0.0	0.5	3	0	215	190
	PPS	45.3	41.9	45.9	48.8	3.8	3.9	5.0	5.4	0.0	0.0	1	3	160	132
21. SET UP AND DIRECT PUPIL, PARENT, AND TEACHER DISCUSSIONS TO HELP SOLVE ADJUSTMENT PROBLEMS.	ADM	43.9	50.0	49.5	44.9	1.9	2.6	4.7	2.6	0.0	0.0	2	0	109	78
	TCHR	38.9	47.4	47.4	40.0	9.5	8.9	4.3	3.2	0.0	0.5	4	0	215	190
	PPS	41.1	46.2	46.2	43.8	8.2	6.9	3.8	3.1	0.6	0.0	2	2	160	132
22. USE PROFESSIONAL GUIDANCE AND COUNSELING TECHNIQUES IN PUPIL CONTACTS.	ADM	53.7	60.3	39.8	33.3	2.8	6.4	3.7	0.0	0.0	0.0	1	0	109	78
	TCHR	46.0	49.2	44.1	42.3	6.6	6.3	3.3	2.1	0.0	0.0	4	1	215	190
	PPS	47.8	49.2	40.8	40.0	5.1	7.7	6.4	3.1	0.0	0.0	3	2	160	132
23. DEVELOP AND MAINTAIN AN ONGOING EVALUATION OF GUIDANCE PROGRAMS.	ADM	49.1	53.8	43.5	41.0	3.7	3.8	3.7	1.3	0.0	0.0	1	0	109	78
	TCHR	40.1	44.2	44.3	42.7	11.3	8.4	4.2	3.7	0.0	0.0	3	0	215	190
	PPS	34.8	33.6	53.5	54.2	7.7	9.2	3.9	3.1	0.0	0.0	5	1	160	132

THIS SUMMARY ANALYSIS IS FOR

ALL UNIVERSITIES

THE BIA MEMBER OF PUPIL PERSONNEL SERVICES SHOULD --	BRANCH	PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION										ACTUAL COUNT			
		STRONGLY RECOMMENDED		RECOMMENDED		UNDECIDED		NOT RECOMMENDED		STRONGLY NOT RECOMMENDED		OMIT		TOTAL	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	P	P	P	P
24. ASSIST TEACHERS IN LEARNING ABOUT AND UNDERSTANDING THE GUIDANCE PROGRAM.	ADM	46.3	53.8	48.1	38.5	2.8	3.8	2.8	3.8	0.0	0.0	1	0	109	78
	TCHR	39.2	46.8	49.5	46.3	7.1	5.3	3.8	1.6	0.5	0.0	3	0	215	190
	PPS	37.6	46.2	51.0	46.2	7.0	4.6	4.5	3.1	0.0	0.0	3	2	160	132
25. HELP TEACHERS ADMINISTER INFORMATION-GATHERING TESTS.	ADM	32.1	32.1	48.1	48.7	12.3	10.3	7.5	9.0	0.0	0.0	3	0	109	78
	TCHR	23.7	33.2	48.8	42.6	17.5	14.2	9.5	9.5	0.5	0.5	4	0	215	190
	PPS	23.2	24.6	41.9	42.3	19.4	20.0	14.8	13.1	0.6	0.0	5	2	160	132
26. SUPPLY TEACHERS WITH GUIDANCE MATERIALS TO ASSIST THEM IN THEIR STUDENT CONTACTS.	ADM	40.2	40.3	45.8	45.5	12.1	6.5	1.9	7.8	0.0	0.0	2	1	109	78
	TCHR	32.1	39.5	53.3	46.8	10.8	8.4	3.3	4.7	0.5	0.5	3	0	215	190
	PPS	27.4	32.1	56.1	49.6	9.6	11.5	7.0	6.9	0.0	0.0	3	1	160	132
27. KEEP A FILE OF GUIDANCE MATERIALS WHICH CAN BE UTILIZED BY TEACHERS AND ADMINISTRATORS.	ADM	48.6	47.4	43.0	46.2	4.7	3.8	3.7	2.6	0.0	0.0	2	0	109	78
	TCHR	36.8	43.2	52.8	46.3	8.0	5.8	2.4	4.7	0.0	0.0	3	0	215	190
	PPS	33.1	36.6	53.9	46.6	7.1	9.9	5.8	6.9	0.0	0.0	6	1	160	132
28. ASSIST INDIVIDUAL STUDENTS IN ARRIVING AT SOLUTIONS TO PERSONAL PROBLEMS.	ADM	59.8	64.9	36.4	33.8	0.9	1.3	1.9	0.0	0.9	0.0	2	1	109	78
	TCHR	50.2	49.7	44.1	46.0	4.7	2.6	0.9	1.6	0.0	0.0	4	1	215	190
	PPS	45.5	52.7	50.0	42.7	2.6	3.1	1.9	1.5	0.0	0.0	4	1	160	132
29. CONDUCT FOLLOW-UP STUDIES OF STUDENTS WHO HAVE DROPPED OUT OR GRADUATED FROM SCHOOL.	ADM	45.8	41.0	42.1	44.9	8.4	9.0	2.8	5.1	0.9	0.0	2	0	109	78
	TCHR	32.2	37.4	46.4	43.7	14.2	13.7	7.1	5.3	0.0	0.0	4	0	215	190
	PPS	26.3	31.5	46.8	37.7	13.5	19.2	13.5	11.5	0.0	0.0	4	2	160	132
30. MAINTAIN OPEN FILES OF VOCATIONAL MATERIALS FOR TEACHERS, STUDENTS, AND PARENTS TO USE.	ADM	49.5	47.4	43.9	39.7	0.9	6.4	5.6	5.1	0.0	1.3	2	0	109	78
	TCHR	34.4	39.5	47.2	40.5	11.8	14.2	6.1	5.8	0.5	0.0	3	0	215	190
	PPS	30.1	33.8	48.1	50.0	11.5	7.7	10.3	8.5	0.0	0.0	4	2	160	132
31. WORK WITH TEACHERS IN HELPING THEM TO UNDERSTAND STUDENTS AND THE STUDENT'S PROBLEM.	ADM	54.7	55.1	43.4	42.3	0.0	2.6	1.9	0.0	0.0	0.0	3	0	109	78
	TCHR	51.0	51.1	44.8	44.2	3.8	3.7	0.5	1.1	0.0	0.0	5	0	215	190
	PPS	49.4	55.4	47.4	40.8	1.3	3.1	1.9	0.8	0.0	0.0	4	2	160	132
32. BE GIVEN AN OPPORTUNITY AND BE ENCOURAGED TO VISIT OTHER BIA SCHOOLS TO VIEW THEIR GUIDANCE PROGRAMS.	ADM	55.1	59.0	40.2	35.9	2.8	3.8	1.9	1.3	0.0	0.0	2	0	109	78
	TCHR	48.1	54.0	46.2	39.7	5.7	4.2	0.0	2.1	0.0	0.0	5	1	215	190
	PPS	60.9	59.2	37.2	36.2	0.0	3.8	1.9	0.8	0.0	0.0	4	2	160	132
33. BE ENCOURAGED TO ATTEND GUIDANCE CONFERENCES.	ADM	59.8	65.4	38.3	33.3	0.0	1.3	1.9	0.0	0.0	0.0	2	0	109	78
	TCHR	46.9	54.2	46.4	40.5	6.2	3.7	0.5	1.6	0.0	0.0	4	0	215	190
	PPS	55.1	60.8	42.3	36.2	1.9	2.3	0.6	0.8	0.0	0.0	4	2	160	132

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                 NORTHERN ARIZONA UNIVERSITY - BIA PPS ROLE PERCEPTION

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                                          B
THIS SUMMARY ANALYSIS IS FOR              R  PERCENTAGE OF TOTAL (IN EACH GROUP) ANSWERING EACH QUESTION
                                          A  -------------------------------------------------------------
ALL UNIVERSITIES                          N                                                                ACTUAL  COUNT
----------------------------------------  C  STRONGLY                                NOT        STRONGLY NOT  ------------
                                          H  RECOMMENDED RECOMMENDED  UNDECIDED  RECOMMENDED RECOMMENDED  OMIT   TOTAL
THE BIA MEMBER OF PUPIL                ---- ----------- ----------- ----------- ----------- -----------  ----  -------
PERSONNEL SERVICES SHOULD --                  PRE POST    PRE POST    PRE POST    PRE POST    PRE POST  P--P   P---P
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34. KEEP SCHOOL ADMINISTRATORS INFORMED  ADM  57.1 53.8   38.1 34.6    1.9  7.7    2.9  2.6    0.0  1.3  4  0  109  78
    CONCERNING MAJOR FINDINGS FROM      TCHR  41.9 47.9   44.8 41.1    8.1  7.9    4.8  3.2    0.5  0.0  5  0  215 190
    TESTING PROGRAMS.                    PPS  35.5 40.5   43.2 39.7   12.3 12.2    8.4  7.6    0.6  0.0  5  1  160 132
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EVALUATION FORM

Bureau of Indian Affairs Summer Workshops '69

The following questionnaire is designed so that you, the participant, may evaluate the workshop you have just completed. There are no right or wrong answers to the questions. Answer in a manner which best expresses how you feel. Before beginning, please complete the following information.

NAME WORKSHOP '69

DATE JUNE 1969

I. GENERAL PHYSICAL ARRANGEMENTS OF THE WORKSHOP:

		Number of Responses	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
			%	%	%	%	%
1. The housing arrangements were satisfactory	NAU	230	7.8	43.0	9.6	22.6	16.9
	CWSC	80	41.3	51.2	2.5	2.5	2.5
	USU	79	32.9	50.6	6.3	6.3	3.8
	USD	88	26.1	65.9	2.3	5.7	0.0
	TOTAL	477	21.0	49.9	6.5	13.4	9.2
2. The quality of the food was satisfactory	NAU	237	48.9	36.7	8.9	4.6	0.8
	CWSC	90	53.3	36.7	5.6	3.3	1.1
	USU	81	48.1	49.4	4.9	4.9	1.2
	USD	93	16.1	64.5	12.9	6.5	1.1
	TOTAL	501	43.3	42.6	8.4	4.8	1.0
3. The dining hall facilities were satisfactory	NAU	235	49.8	39.1	8.1	2.6	0.4
	CWSC	85	37.6	45.9	8.2	7.0	1.2
	USU	91	38.5	54.9	4.4	2.2	0.0
	USD	95	15.8	61.1	15.8	6.3	0.0
	TOTAL	506	39.3	47.2	9.1	4.0	0.4
4. The social and recreational arrangements were satisfactory	NAU	241	26.1	48.5	14.5	7.9	2.9
	CWSC	85	32.9	42.4	10.6	10.6	3.5
	USU	92	40.2	52.2	4.3	3.3	0.0
	USD	94	6.4	61.7	16.0	14.9	1.1
	TOTAL	512	26.2	50.6	12.3	8.8	2.1
5. Registration procedures were satisfactory	NAU	245	31.4	58.0	5.3	5.3	0.0
	CWSC	84	27.4	61.9	2.4	7.1	1.2
	USU	96	36.5	51.0	4.2	7.3	1.0
	USD	95	29.5	62.1	6.3	2.1	0.0
	TOTAL	520	31.3	58.1	4.8	5.4	0.4

		Number of Responses	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
6. Personal needs (telephone messages, check cashing, tourist information, etc.) were met satisfactorily	NAU	242	26.0	53.3	8.3	9.9	2.5
	CWSC	85	24.7	54.1	3.5	11.8	5.9
	USU	89	36.0	58.4	2.2	3.4	0.0
	USD	87	17.2	70.1	6.9	4.6	1.1
	TOTAL	503	26.0	57.3	6.2	8.2	2.4
7. Parking facilities were satisfactory	NAU	241	24.1	55.6	6.2	10.4	3.7
	CWSC	85	15.3	47.1	4.7	23.5	9.4
	USU	91	38.5	54.9	4.4	2.2	0.0
	USD	94	9.6	53.2	13.8	20.2	3.2
	TOTAL	511	22.5	53.6	7.0	12.9	3.9
8. Classroom arrangements were satisfactory	NAU	244	23.8	64.3	4.1	6.6	1.2
	CWSC	85	24.7	57.6	3.5	9.4	4.7
	USU	95	28.4	55.8	4.2	10.5	1.1
	USD	94	23.4	66.0	5.3	4.3	1.1
	TOTAL	518	24.7	62.0	4.2	7.3	1.7
9. Travel and pay arrangements were satisfactory	NAU	237	21.5	47.7	12.2	8.4	10.1
	CWSC	83	19.3	44.6	15.7	14.5	6.0
	USU	88	26.1	38.6	19.3	11.4	4.5
	USD	92	18.5	58.7	15.2	7.6	0.0
	TOTAL	500	21.4	47.6	14.6	9.8	6.6
10. This was an excellent place to hold the workshop	NAU	243	47.7	41.6	8.6	1.6	0.4
	CWSC	83	42.2	37.3	13.3	4.8	2.4
	USU	94	38.3	41.5	13.8	5.3	1.1
	USD	93	32.3	49.5	14.0	4.3	0.0
	TOTAL	513	42.3	42.3	11.3	3.3	0.8

11. Comments about physical arrangements. (Sample responses)

1. I enjoyed all the facilities that were provided.

2. Housing was on the tacky side. Taylor isn't the best. But everything else was good enough to nertralize that one flaw.

3. Would like to attend a workshop in Alaska after having attended one dealing with Navajos!

4. Typewriters, paper punches, office and study supplies should be more readily available.

5. With the facilities available, I believe the workshop was quite well handled.

6. It was satisfactory. Needed a cooler the first week and one-half, and a heater the last week.

II. EVALUATION OF GROUP LEADERS:

		Number of Responses	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
1. The leaders' manners were enthusiastic and stimulating	NAU	227	36.1	49.8	7.0	5.7	1.3
	CWSC	86	62.8	27.9	3.5	5.8	0.0
	USU	94	23.4	67.0	9.6	0.0	0.0
	USD	95	34.7	56.8	6.3	2.1	0.0
	TOTAL	502	38.0	50.6	6.8	4.0	0.6
2. The leaders were unfriendly	NAU	235	2.6	3.0	4.7	54.0	35.7
	CWSC	86	2.3	3.5	1.2	34.9	58.1
	USU	93	2.2	4.3	2.2	43.0	48.4
	USD	92	0.0	3.3	0.0	43.5	53.3
	TOTAL	506	2.0	3.4	2.8	46.8	45.1
3. The leaders listened attentively to participants' comments	NAU	243	40.7	49.4	5.3	3.7	0.8
	CWSC	89	59.6	39.3	0.0	1.1	0.0
	USU	94	29.8	64.9	4.3	0.0	1.1
	USD	91	39.6	60.4	0.0	0.0	0.0
	TOTAL	517	41.8	52.4	3.3	1.9	0.6
4. The group leaders talked too much	NAU	241	0.8	6.2	10.8	63.5	18.7
	CWSC	85	1.2	0.0	1.2	51.8	45.9
	USU	93	0.0	6.4	9.7	63.4	21.5
	USD	92	1.1	1.1	6.5	69.6	21.7
	TOTAL	511	0.8	4.1	8.2	62.6	24.3
5. The group leaders did not allow individuals to dominate the discussion	NAU	237	2.5	33.3	16.5	36.0	11.4
	CWSC	85	10.6	48.2	8.2	22.4	10.6
	USU	93	3.2	39.8	16.1	36.6	4.3
	USD	93	4.3	38.7	16.1	31.2	9.7
	TOTAL	508	4.3	38.0	15.0	33.1	9.6

		Number of Responses	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
6. The way the group leaders acted made participants afraid to ask questions	NAU	244	1.2	8.2	11.1	53.7	25.8
	CWSC	86	2.3	3.5	2.3	39.5	52.3
	USU	94	0.0	6.4	14.9	57.4	21.3
	USD	92	0.0	3.3	1.1	57.6	38.0
	TOTAL	516	1.0	6.2	8.5	52.7	31.5
7. The group leaders did not have adequate leadership abilities	NAU	242	3.7	7.4	10.7	50.8	27.3
	CWSC	86	1.2	1.2	5.8	38.4	53.5
	USU	94	0.0	4.3	6.4	57.4	31.9
	USD	90	0.0	1.1	6.7	57.8	34.4
	TOTAL	512	2.0	4.7	8.4	51.2	33.8

8. What did you especially like about your group leader? (Sample response)

1. Exceptionally capable--experienced--open climate prevailed. He was most sensitive to the real needs of the group and of individuals within the group.
2. There were no psychological experiments performed on the group by the facilitator.
3. I like my group leader in that I was able to talk out because she made me feel I wanted to talk and what I said was important.
4. Made me feel like a person.
5. In my opinion he put forth a sincere effort to accept each group member as an individual human being with personal worth.
6. I like his sincerity and his consideration for the feelings that each of us expressed.
7. He could bring the discussions back to the topics without offending anyone.

9. What did you especially dislike about your group leader? (Sample response)

1. He could not get everyone included.
2. Nothing! I sincerely mean this.
3. The way he dressed made me think he is trying hard to be a nonconformist.
4. Sometimes he talked too much with one person.
5. He could have given us lectures for information.
6. Nothing. The technique was frustrating at first--wanting pat answers from him which weren't given for our benefit.

III. COMMUNICATION SKILLS:

		Number of Responses	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
			%	%	%	%	%
1. I have gotten specific help in dealing with problems in my own work	NAU	249	15.7	59.8	12.9	8.4	3.2
	CWSC	85	36.5	55.3	2.4	5.9	0.0
	USU	94	16.0	67.0	10.6	6.4	0.0
	USD	92	23.9	53.3	14.1	5.4	3.3
	TOTAL	520	20.6	59.2	11.0	7.1	2.1
2. I never understood the Indian as well as I do now	NAU	238	8.0	28.2	19.3	34.5	10.1
	CWSC	92	15.2	28.3	35.9	16.3	4.3
	USU	92	4.3	25.0	27.2	33.7	9.8
	USD	91	30.8	53.8	7.7	6.6	1.1
	TOTAL	513	12.7	32.2	21.6	26.1	7.4
3. The program this summer was more personally than professionally rewarding	NAU	245	19.6	53.9	14.7	9.0	2.9
	CWSC	83	13.3	33.7	18.1	32.5	2.4
	USU	93	7.5	41.9	24.7	24.7	1.1
	USD	89	22.5	36.0	15.7	22.5	3.4
	TOTAL	510	16.9	45.3	17.3	18.0	2.5
4. I would not recommend a workshop similar to this one to other colleagues in my location	NAU	246	5.7	10.6	12.2	42.3	29.3
	CWSC	83	1.2	3.6	2.4	41.0	51.2
	USU	98	4.1	6.1	11.2	46.9	31.6
	USD	91	3.3	4.4	12.1	36.3	44.0
	TOTAL	518	4.2	7.5	10.4	41.9	35.9
5. The principles emphasized at the workshop are not applicable to my particular needs	NAU	246	2.8	10.6	14.2	49.6	22.8
	CWSC	83	1.2	3.6	9.6	42.2	43.4
	USU	94	2.1	7.4	9.6	68.1	12.8
	USD	92	0.0	7.6	7.6	64.1	20.7
	TOTAL	515	1.9	8.3	11.5	54.4	23.9

		Number of Responses	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
6. The participants were treated in a mature manner	NAU	246	18.7	56.9	11.4	8.9	4.1
	CWSC	84	32.1	54.8	0.0	1.2	0.0
	USU	95	18.9	66.3	2.1	10.5	2.1
	USD	92	35.9	60.9	2.2	1.1	0.0
	TOTAL	517	25.9	59.0	6.2	6.6	2.3
7. The workshop did not encourage finding solutions to problems but merely talked about them	NAU	245	6.1	30.6	14.7	37.6	11.0
	CWSC	84	4.8	25.0	1.2	42.9	26.2
	USU	94	5.3	11.7	16.0	57.4	9.6
	USD	92	2.2	27.2	10.9	53.3	6.5
	TOTAL	515	5.0	25.6	12.0	44.9	12.4
8. I will be able to use some of the methods taught at the workshop	NAU	240	21.7	63.8	9.2	3.8	1.7
	CWSC	84	38.1	58.3	3.6	0.0	0.0
	USU	94	22.3	62.8	7.4	5.3	2.1
	USD	91	16.5	63.7	12.1	5.5	2.2
	TOTAL	509	23.6	62.7	8.4	3.7	1.6
9. In general, I did not learn very much at this workshop	NAU	247	2.8	11.7	10.1	49.8	25.5
	CWSC	82	1.2	6.1	3.7	43.9	45.1
	USU	99	8.1	8.1	8.1	60.6	15.2
	USD	92	0.0	5.4	7.6	57.6	29.3
	TOTAL	520	3.1	9.0	8.3	52.3	27.3
10. There should have been more stress on individual problems and less on personal problems	NAU	236	5.9	24.2	29.7	22.0	18.2
	CWSC	84	1.2	14.3	27.4	39.3	17.9
	USU	88	3.4	23.9	31.8	35.2	5.7
	USD	90	2.2	17.8	30.0	44.4	5.6
	TOTAL	498	4.0	21.3	29.7	31.3	13.7

		Number of Responses	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
11. The format of the workshop should have been more instructional	NAU	248	7.7	33.1	20.6	24.6	14.1
	CWSC	84	1.2	13.1	21.4	46.4	17.9
	USU	84	3.6	16.7	23.8	50.0	6.0
	USD	93	1.1	18.3	24.7	43.0	12.9
	TOTAL	509	4.7	24.4	22.0	35.8	13.2
12. The workshop will not influence my handling of problems back home very much	NAU	247	1.6	8.9	15.4	50.6	23.5
	CWSC	82	1.2	7.3	2.4	52.4	36.6
	USU	92	1.1	4.3	2.0	70.0	13.0
	USD	90	0.0	7.8	5.6	60.0	26.7
	TOTAL	511	1.2	7.6	11.0	56.0	24.3

13. What specific presentation or activity do you feel was least beneficial to you?

(Sample response)

1. Operant behavior presentation.

2. The sensitivity training on the first Monday afternoon.

3. The making up of task questions--this is too near policy making and really no business of mine as a day teacher.

4. The M-Group in regards to my teaching methods.

5. Perhaps the M-Groups. This is subject to change when I leave the workshop and think back over it.

14. What specific presentation or activity was most beneficial to you? (Sample response)

1. All M-Group sessions--excellent speakers who purposely chose to shake people out of their lethargy.

2. The I-Groups and T-Groups

3. The M-Groups and Behavior Modification.

4. Tours to the other schools. Dinner by different tribes.

5. The presentations by people who know the problems of the Indian best, that is, the Indians who spoke to us.

6. The morning lectures were very beneficial to me.

7. The M-Group--this should have been the whole program.

8. Communication skills.

IV. FUTURE PLANNING:

		Number of Responses	YES %	NO %
1. Would you be interested in attending another workshop here next year?	NAU	241	89.2	10.8
	CWSC	86	68.6	31.4
	USU	99	74.7	25.3
	USD	93	86.0	14.0
	TOTAL	519	82.5	17.5

2. If your answer is no, why not? (Representative response)

1. This workshop met my present needs. Next year I will be more interested in attending a full summer session.

2. I feel they should be held in different regions.

3. Because I like the way of life I live at home.

4. A change in place stimulates interest.

5. I would prefer attending a similar workshop at a different location.

6. I am taking educational leave for advance degree work.

3. If your answer is yes, how long should it be?

(Summary of answers)

2 weeks - 57 participants
2-3 weeks - 17 participants
3 weeks - 186 participants
3-4 weeks - 30 participants
3-5 weeks - 9 participants
4 weeks - 78 participants
4-5 weeks - 8 participants
5 weeks - 15 participants
4-6 weeks - 2 participants
6 weeks - 17 participants

What would be the best time?

More than three of four respondents listed June. The balance suggested July or August.

How many should attend?

Answers varied from 100 to "as many as can be accommodated".

What would you like for the workshop to include that it included this summer?

(Representative response)

1. Taking the GED for people that have not completed their high school education.
2. Communication, M-Groups and T-Groups, more entertainment.
3. The same.
4. The speakers
5. The M-Groups
6. Variety-the same as this year.

What would you like for the workshop to include that it did not include this summer?

(Representative response)

1. New ideas in different areas.
2. More Indian adult participants.
3. More discussions on definite problems with Indian children.
4. The subject matter is fine. I think the higher officials of the BIA should attend the workshops.
5. Discussion of ways to use Indian cultural differences to advantage in teaching.
6. More time to talk in small groups.

4. What other suggestions or comments do you have?

(Representative response)

1. I found this workshop more beneficial due to the variety of job positions included in M-Groups.
2. More Indian leaders are needed.
3. This was the most honest educational workshop I have ever attended.
4. Continue sensitivity training and give it even more stress.
5. More teachers should be allowed to attend.
6. The classroom lessons (I-Groups) were beneficial to me.

		Number of Responses	Excellent	Good	Fair	Poor
			%	%	%	%
5. My overall rating of the workshop is:	NAU	247	38.1	45.7	13.0	2.8
	CWSC	85	56.5	40.0	2.4	1.2
	USU	94	35.1	55.3	7.4	2.1
	USD	94	46.8	46.8	5.3	1.1
	TOTAL	520	42.1	46.7	8.8	1.9

SENSITIVITY
Dedicated to the Group
Anonymous participant of Workshop '69

Question - comment; fact; evasion;
Shall we follow this equation?

With a bit of introspection
We can go a new direction.

Emotions you feel
Reactions you share
Feeling is real
The moment you care.

Bring up a question expressing your doubts
Perhaps the discussion ends up in shouts.

Try to uncover a bit of a soul
And you embarass a part of the whole.

Then start to search for a key to your strife
You hit a "dead-end" with no answer - that's life.

The group when it met had not long to live
For members would "get" - neglecting to "give".

Then for a time the members would ride
On small conversation attempting to hide.

Finally a glimmer - perhaps an illusion.
It's too late to tell for we're at the conclusion.

What we've received, there's no way to measure
But friendships we've gathered are ours to treasure.

We've started a process
That may never stop.
But proof of the value
May not reach the top.
It may come about in one year or many.
Immediate results? We may not show any.

Ask us again - ten years from now.
We may see it then, for I think somehow
Understanding the problems that others must face
May bring to salvation the souls of our race.